

**Council on Undergraduate Education 2017-2018**

March 16<sup>th</sup> 2018  
**Talley Student Union 5101**  
1:30pm-3:00pm

**Call to Order 1:30pm**

- Welcome and Introductions Chair Ghada Rabah
- Remarks and Updates from OUCCAS/DASA
- Approval of CUE February 2, 2018 Minutes

**New Business**

**Consent Agenda**

GEP Category	GEP Action	Notes
HUM	<a href="#">HI 456/556 Early American Thought</a>	Drop
HUM	<a href="#">HI 457/557 Twentieth-Century U.S. Intellectual History</a>	Drop
HUM	<a href="#">HI 458/558 American Historical Biography</a>	Drop
IP & GK	HON 293 Sec 001 A Global History of American Food	Second Offering
IP	HON 296 Sec 001 Big History: Cosmos, Earth, Life, Humanity	Second Offering
IP	HON 296 Sec 002 Science, Psi, Sasquatch, and Spirits	Second Offering
IP	HON 296 Sec 006 Gender, Identity & the Birth of the Modern Woman	Second Offering
VPA	HON 299 Sec 001 The Music of Language	Second Offering
IP	<a href="#">SMT 201 Sustainable Materials for Green Housing</a>	Updating CIP code and offering term

**Courses New to GEP**

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Jameson	Beckstead, Lee, Monek	HUM, IP, SS	<a href="#">COM 289 Science Communication and Public Engagement</a>	New Course
Sills	Jameson, Lee, Monek	GK, NS	<a href="#">ES 113 Earth from Space</a>	New Course
Sills	Knowles, Beckstead, Levine	IP	<a href="#">FB 480/(580) The Sustainable Bioeconomy</a>	New Course
Knowles	Beckstead, Allen, Domingue	GK, HUM, IP	<a href="#">HI 321 Scientific Revolution and European Society, 1500-1800</a>	*New to GK and HUM, IP review for major course revisions
Jameson	Minogue, Podurgal, Allen	HUM	<a href="#">HI 345 American Popular Culture</a>	New Course
Lee	Knowles, Joines, Levine	NS	<a href="#">MEA 240 The Planets of Our Solar System</a>	New Course
Jameson	Auerbach, Pickworth, Allen	HUM, USD	<a href="#">PHI 319 Africana Political Philosophy</a>	New Course
Knowles	Pickworth, Ozturk, Minogue	HUM, GK	<a href="#">REL 220 Religion in the Contemporary World</a>	New Course

\*Updated course information at UCCC

**Honors Courses**

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Domingue	Podurgal, Sills, Auerbach	HUM & IP	HON 294/296 Sec 004 American Envir. Lit: Nature Writing in NC & Beyond	First Offering
Monek	Jameson, Ozturk, Podurgal	IP	HON 296 Sec 005 Dinomania: A Cultural & Scientific History of Dinos	First Offering
Monek	Joines, Knowles, Minogue	IP & USD	HON 297 Sec 001 Performing the Lost Cause	First Offering

**Discussion:** Meeting Frequency. GER>GEP Review

**Notes:**

- All linked course actions are viewable in CIM.
- To view actions, please click on the hyperlink. You may need to use your Unity ID to log in.
- If you experience issues logging in, please go to <https://next-catalog.ncsu.edu/courseadmin/> and type the course prefix and number into the search bar.

**Council on Undergraduate Education 2017-2018**February 2, 2018  
Talley Student Union 4140  
Call to Order: 1:31 PM**Members Present:** Chair Ghada Rabah, Past Chair Peggy Domingue, James Minogue, Hatice Ozturk, Richard Podurgal, Daniel Monek, Alice Lee (Proxy TP), James Knowles, Jessica Jameson, Erin Sills, Robert Beckstead**Members Absent:** Coleman Simpson, Cynthia Levine, Tania Allen, Jeff Joines, David Auerbach, Carrie Pickworth  
**Ex-Officio Members Present:** Li Marcus, Lexi Hergeth, Bret Smith, Melissa Williford, Stephany Dunstan, Julia Law**Guests:****WELCOME AND INTRODUCTIONS**

- **Short presentation reviewing this past Fall semester.**
  - **Remarks from Chair Ghada Rabah** – Chair welcomed the members and introduced guests.
  - **Remarks from OUCCAS/DASA-**
- Approval of the Minutes from December 1, 2017 – Approved one abstention from Jessica Jameson because she was not at the meeting.
- Discussion: Motion to approve the past minutes by member Alice Lee.

**NEW BUSINESS**Consent Agenda: (ST 361 Drop) -Approved Unanimously

Discussion: The approval of the consent agenda was moved by member Erin Sills.

New GEP

- **ENG/AFS 248 Survey of African-American Literature:** (HUM, USD) – Approved Unanimously  
Discussion: Presented by member Jessica Jameson. Member brought attention to the syllabus under grading it says one letter grade will be dropped. Li Marcus explained that this has been approved by UCCC and is not in the preview of CUE.

Review GEP

- **ANS 395 Animal Science Study Abroad:** (GK) – Approved Pending with Friendly Suggestions  
Discussion: Presented by member Char Farin. Reviewer spoke about the objective being fairly vague and the use of the same objective. Members would like more information and language about how the objective relates to global knowledge and suggested more detail. Li Marcus and Lexi Hergeth explained the differentiations between the various voting options, approved, approved with friendly suggestions, approved pending, tabled, or rejected. Members would also like to see more detail on the assessments. Members voted to change the motion from approved to approved pending changes to both GK objectives to make them align more clearly and provide more detail to assessment. A friendly suggestion was made to work with the office of assessment to provide details on the assessment. Member brought attention to page 3 saying “the course fails in Global Knowledge” should be corrected.
- **COM 292 Language, Communication, and Culture:** (SS, USD) – Approved Unanimously  
Discussion: Presented by member Jessica Jameson. Member complimented to course clarity and suggested fixing a typo in the third objective, in the measurements in the second sentence “Dis the deficit...”.
- **HI 217 Caribbean History:** (GK, USD) – Approved Unanimously  
Discussion: Presented by member James Knowles. Reviewers complimented the course GEP objectives. Reviewer stated that understanding the attendance policy is out of CUE’s purview, they would like to state that attendance policy is a bit confusing.

**Discussion:** Members voted on the Chair Elect. Process Map, Addition of FAC DEPT CHAIR seat to CUE.

Daniel Monek was nominated as Chair Elect, motion seconded. Members voted to approve Daniel Monek as Chair Elect.

The addition of the FAC CHAIR seat to CUE. Ghada Rabah reviewed the memo sent to the members and attached to the action packet. The FAC CHAIR position would serve as a one year seat on CUE. This seat is always someone from the college, the seat title "FAC CHAIR DEPT" is not actually from a specific department, but the college. This request memo was approved unanimously by CUE members.

The Process Map was presented by Bret Smith. He explained the current process and how the GEP approval process is embedded in the general approval process. The process map is used to clarify the "grey area" of courses that are reviewed and approved by UCCC, but need substantial changes to be approved by CUE for GEP attributes. The "grey area" happens when a course has been approved as a new course by UCCC but gets pushed back and forth when going through GEP approval. This will allow for a course to be approved without the GEP approval, having the ability to go back for GEP review later. If substantive changes have been made for GEP attributes, UCCC will review the course again and then move to CUE. This will allow for the courses to avoid restarting the approval process, particularly in cases where substantive changes were not made to the course. Li Marcus provided the example that ENG/AFS 248 would go straight to CUE if simply being reviewed for GEP.

Member asked why CUE meets four or five times in a semester instead of having all courses reviewed at once. NC State has rolling approvals, this means courses are approved throughout the semester for the catalog. Bret Smith said we could make this a point of discussion for CUE and potentially meeting only once a year. XNOV members and committee members discussed how scheduling and the catalog is affected by the timing of approval by the committee. Member suggested an incremental step, saying if there is not a large agenda and the items don't have a pending deadline the chair could have the authority to decide that the meeting could be postponed and collaborated with the next scheduled meeting agenda.

Bret Smith suggested a subcommittee for scheduling the timing of the committee with specific deadlines, how we can align the committee in a way that is sensible then bring these ideas to the committee as a whole. Chair Ghada Rabah said it would be best to have the committee decide if a meeting could be canceled and the actions moved to another meeting, not just the chair. Member said it would be helpful to know the deadlines for when a course would be implemented/scheduled for the various terms.

Li Marcus informed the committee that OUCCAS will be going to a CourseLeaf conference, leaving on the 28<sup>th</sup> of February, and encouraged the committee to email our office any questions about CIM and the software. Member asked if we will discuss the use of syllabi in CIM. Li Marcus confirmed this is on our discussion list. Li Marcus explained that courses that do not have detailed information (ie student learning outcomes, ect) the office of undergraduate courses, curricula and academic standards can compare information provided by the college or department to the last approved records and administratively save the information for courses in CIM.

Meeting adjourned at 2:30 PM

*Respectfully submitted by Lexi Hergeth*

**HON Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering (HON 293)**

This form is to be used for submitting a Special Topics shell offering for the *Interdisciplinary Perspectives and Global Knowledge* GEP categories to the Council on Undergraduate Education (CUE).

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The *GEP Interdisciplinary Perspectives objectives* will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines; and
2. Identify and apply authentic connections between two or more disciplines; and
3. Explore and synthesize the approaches or views of the two or more disciplines.

The *GEP Global Knowledge objectives* will provide instruction and guidance that help students to:

4. Identify and examine distinguishing characteristics including values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.

And at least one of the following:

5. Compare these distinguishing characteristics between the non-U.S. society and at least one other society.
6. Explain how the distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.
7. Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

**HON 293 sec 001**

<b>Department(s)/Program</b>	University Honors Program	<b>New GEP Special Topics Offering</b> <input type="checkbox"/>
<b>Special Topic Title:</b> (30 character limit)	A Global History of American Food and Drink	<b>Review for 2<sup>nd</sup> Offering</b> <input checked="" type="checkbox"/>
<b>Term to be Offered</b>	Spring 2018	
<b>Instructor Name/Title</b>	Prof. Charles C. Ludington	

**SECTION 1: GEP CRITERIA****Instructions:**

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [\[Click Here\]](#)

***Interdisciplinary Studies***

List the Instructor's student learning outcomes for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 1: Obj. 1) Distinguish between the distinct approaches of two or more disciplines.*

Students will identify and distinguish between the distinct approaches of historians, anthropologists, sociologists, literary critics, and natural scientists, by reading about food related topics, and often the same topic, from various disciplinary perspectives. These disciplinary perspectives will be articulated by me in class, while both readings and class discussion will teach students about different disciplinary objectives, methods, strengths, and weaknesses.

***Measure(s) for above Outcome:***

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Discussion, reading synthesis papers, and a 15 page research paper will require students to incorporate the approaches and arguments of scholars from a wide variety of fields, including history, anthropology, sociology, horticulture, animal husbandry, and nutrition. As part of their term paper, students will be measured by their ability to recognize and integrate these diverse approaches in the arguments they make about food production and consumption in the past and present.



List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 2*:  
**Obj. 2) Identify and apply authentic connections between two or more disciplines.**

Students will identify and apply connections between multiple disciplines. For instance, students will be able to analyze contemporary American foodways in a broad historical context; to understand the meanings people ascribe to growing, cooking, and eating food, and the social relationships that food both reflects and constructs; to know how plants and animals are grown and produced for consumption; to estimate the economic and social costs of food production and consumption; to be aware of the likely health effects of consuming certain foods and drinks; and to identify the disputes among doctors and nutrition scientists regarding the health effects of various diets.

**Measure(s) for above Outcome:**

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Discussion, reading synthesis papers, and a 15 page research paper will require students to apply intra and interdisciplinary perspectives on required inclass topics as well as students' own research paper topics. Student success in class discussion and on their papers will be measured by their ability to recognize and understand various disciplinary perspectives, to apply them individually to the question at hand, but to arrive at interpretations that integrate the individual approaches of multiple disciplines into a cohesive argument.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 3*:  
**Obj. 3) Explore and synthesize the approaches or views of the two or more disciplines.**

Students will explore and synthesize history, anthropology, sociology, literary analysis, chemistry and biology to understand the differences within and between disciplines, by reading about food production and consumption these different disciplinary perspectives, and by integrating these perspectives into their own oral and written arguments.

**Measure(s) for above Outcome:**

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Student ability to explore and synthesize multiple disciplinary approaches will be measured by their in-class comments and presentations, reading synthesis papers, and 15 page research papers. For instance, for their research papers, students are required to create bibliographies that exhibit the use of at least three different disciplinary approaches to the same subject.

**To assist CUE in evaluating this course for Interdisciplinary Perspectives, please provide answers to the following questions:**

A. Which disciplines will be synthesized, connected, and/or considered in this course?

Students will identify and distinguish between the distinct approaches of historians, anthropologists, sociologists, literary critics, and natural scientists.

B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"?

Students will about food related topics, and often the same topic, from various disciplinary perspectives. These disciplinary perspectives will be articulated by the instructor in class, while both readings and class discussion will teach students about different disciplinary objectives, methods, strengths, and weaknesses.

**Global Knowledge**

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge Objective 4*:  
**Obj. 4) Identify and examine distinguishing characteristics including values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.**

Students will identify and describe the foods, production methods and eating practices (foodways) of different cultures around the world. Students will recognize how different food and foodways both reflect and construct ideas of gender, religion, class, ethnicity and nation, around the globe and across time.

**Measure(s) for above Outcome:**

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Class discussions, presentations, and three papers will ask students to identify and analyze the ways in which food is a form of "language" in every culture, and how food reflects and constructs ideas of gender, religion, class, ethnicity and nation, in places ranging from Ancient China to Mughal India, Classical Greece and Rome to Nineteenth Century France, and finally to the United States. Throughout the class readings and discussions, an in at least one of their three papers, students will identify and examine distinguishing characteristics of people outside the United States.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge Objective 5, 6, or 7*:

GEP Objective #5: Compare these distinguishing characteristics between the non-U.S. society and at least one other society.  
 Course Outcome: Having read about, discussed, and analyzed foods and foodways from around the globe and across time, students will be able to compare and contrast the uses and meanings of foods in a variety of cultures. This emphasis on the diversity of food and foodways reveals the almost limitless diversity, and hence constructed nature of human cultural practices.

**Measure(s) for above Outcome:**

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Class discussions, presentations, and papers will require students to compare and contrast the uses and meanings of foods in a variety of cultures. Student performance will be measured by their ability to interpret and categorize the uses and meanings of food from cultures around the globe, including the culture(s) of the United States.

## SECTION 2: REQUISITES AND SCHEDULING

### General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Interdisciplinary Perspectives and Global Knowledge* category designations and GEP student learning outcomes.

### *Special Topics Term Scheduling:*

- List below the course scheduling detail:
  - Meeting time and day(s): **Tues & Thurs 3:00 PM - 4:15 PM**
  - Seat count: **20**
  - Room assigned or room preference including needed classroom technology/seat type:  
**Caldwell 212**
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.  
(EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? 0 %

- a. If seats are restricted, describe the restriction being applied.  
**University Honors Program studnets**
- b. Is this restriction listed in the course catalog description for the course?  
**yes**

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.  
**none**

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none.  
(ex: ability to analyze historical text; prepare a lesson plan)

**none**

## SECTION 3: ADDITIONAL INFORMATION

*Complete the following 3 questions or attach a syllabus that includes this information.*

**1. Title and author of any required text or publications.**

please see syllabus

**2. Major topics to be covered and required readings including laboratory and studio topics.**

please see syllabus

**3. List any required field trips, out of class activities, and/or guest speakers.**

please see syllabus

SIGNATURE PAGE FOR HON 293 sec 001

RECOMMENDED BY:

 \_\_\_\_\_ DATE FEB. 19, 2018

HEAD, DEPARTMENT/PROGRAM

DATE

*\*For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:

 \_\_\_\_\_ DATE 02/19/2018

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

 \_\_\_\_\_ DATE 3/1/2018

COLLEGE DEAN

DATE

APPROVED BY:

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

\_\_\_\_\_  
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE \_\_\_\_\_



## HON Interdisciplinary Perspectives Special Topic Shell Offering (HON 296)

*This form is to be used for submitting a Special Topics shell offering for the Interdisciplinary Perspectives GEP category to the Council on Undergraduate Education (CUE)*

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The *GEP Interdisciplinary Perspectives objectives* will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines.
2. Identify and apply authentic connections between two or more disciplines.
3. Explore and synthesize the approaches or views of the two or more disciplines.

### HON 296 sec 001

<b>Department(s)/Program</b>	University Honors Program	<b>New GEP Special Topics Offering</b> <input type="checkbox"/>
<b>Special Topic Title:</b> <small>(30 character limit)</small>	Big History: Cosmos, Earth, Life, Humanity	<b>Review for 2<sup>nd</sup> Offering</b> <input checked="" type="checkbox"/>
<b>Term to be Offered</b>	Spring 2018	
<b>Instructor Name/Title</b>	Lucy Laffitte / Instructor	

### SECTION 1: GEP CRITERIA

**Instructions:**

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [\[Click Here\]](#)

List the Instructor's student learning outcomes for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 1:*  
*Obj. 1) Distinguish between the distinct approaches of two or more disciplines.*

Students will identify and compare the roles played by chronological narrative in the construction of knowledge in at least two different disciplines including astronomy, planetary science, evolutionary biology, anthropology, and history.

***Measure(s) for above Outcome:***

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Students' mid-term assignment will require them to create an analytical narrative about a modern subject, using a Prezi presentation, carrying the story of the universe across the realms of at least two different fields of knowledge. They will be graded on the depth they bring to a historical narrative about their subject.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 2:*  
*Obj. 2) Identify and apply authentic connections between two or more disciplines.*

Students will be able to explain and critique themes in big history (progress, increased complexity, cause and effect, creative destruction) in evolutionary change across multiple fields of knowledge.

***Measure(s) for above Outcome:***

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Students' final assignment will require that they add an investigation of a theme (progress, increased complexity, cause and effect, creative destruction) to their mid term subject. They will be graded on the clarity of the evaluation of their thesis.



List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 3: Obj. 3) Explore and synthesize the approaches or views of the two or more disciplines.*

Students will understand the ways in which the term "anthropocene" is used across the historical sciences, social sciences, and the humanities.

**Measure(s) for above Outcome:**

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Students will be given a final exam essay question comparing how the anthropocene is approached by the humanities, social sciences, and historical sciences.

To assist CUE in evaluating this course for Interdisciplinary Perspectives, please provide answers to the following questions:

A. Which disciplines will be synthesized, connected, and/or considered in this course?

Astronomy, Planetary Science, Evolutionary Biology, Ecology, Anthropology & History

B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"?

The 13.82 billion-year timeline shows the emergence of these disciplines one from another.

## SECTION 2: REQUISITES AND SCHEDULING

**General guidelines:**

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Interdisciplinary Perspectives* category designation and GEP student learning outcomes.

**Special Topics Term Scheduling:**

- List below the course scheduling detail:
  - Meeting time and day(s): T-Th 3-4:15
  - Seat count: 20
  - Room assigned or room preference including needed classroom technology/seat type: HVC rm 202
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? 0 %

a. If seats are restricted, describe the restriction being applied. University Honors Program Students

b. Is this restriction listed in the course catalog description for the course?

N/A

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

None

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none.  
(ex: ability to analyze historical text; prepare a lesson plan)

None

### SECTION 3: ADDITIONAL INFORMATION

*Complete the following 3 questions or attach a syllabus that includes this information.*

**1. Title and author of any required text or publications.**

David Christian, Maps of Time: An Introduction to Big History (University of California Press:2 edition) \$29.95

**2. Major topics to be covered and required readings including laboratory and studio topics.**

Energy & Matter, Elements & Molecules, Planets & Moons, Cells & Species, Language & Tools, Cites & Trade, Science & Technology, Anthropocene.

**3. List any required field trips, out of class activities, and/or guest speakers.**

Star gazing, visit to anthropology lab.

SIGNATURE PAGE FOR HON 296 sec 001

RECOMMENDED BY:

[Signature] HEAD, DEPARTMENT/PROGRAM DATE FEB. 19, 2018

*\*For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:

[Signature] CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE 02/19/2018

[Signature] COLLEGE DEAN DATE 3/1/2018

APPROVED BY:

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

\_\_\_\_\_  
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE \_\_\_\_\_



## HON Interdisciplinary Perspectives Special Topic Shell Offering (HON 296)

This form is to be used for submitting a Special Topics shell offering for the Interdisciplinary Perspectives GEP category to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The GEP Interdisciplinary Perspectives objectives will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines.
2. Identify and apply authentic connections between two or more disciplines.
3. Explore and synthesize the approaches or views of the two or more disciplines.

HON 296 sec 002		
Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input type="checkbox"/>
Special Topic Title: (50 character limit)	Science, Psi, Sasquatch, and Spirits	Review for 2 <sup>nd</sup> Offering <input checked="" type="checkbox"/>
Term to be Offered	Spring 2018	
Instructor Name/Title	Darby Orcutt/Professor	
SECTION 1: GEP CRITERIA		
<b>Instructions:</b>		
<ul style="list-style-type: none"> <li>• At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.</li> <li>• Achievement of the outcomes must allow students to meet the GEP category objectives.</li> <li>• Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.</li> <li>• At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.</li> <li>• Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.</li> <li>• For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [<a href="#">Click Here</a>]</li> </ul>		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1</i>:  <b>Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</b>            Distinguish between the empirical approach of electrical engineering and the interpretive approach of religious studies.</p>		
<p style="text-align: center;"><b>Measure(s) for above Outcome:</b>  <i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p> <p>Students will write two critical analyses of the same text, one from the methodological perspective of each discipline.</p>		
<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 2</i>:  <b>Obj. 2) Identify and apply authentic connections between two or more disciplines.</b>            Draw connections between the empirical approach of electrical engineering and the interpretive approach of religious studies.</p>		
<p style="text-align: center;"><b>Measure(s) for above Outcome:</b>  <i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p> <p>Students will collaboratively use sensor arrays for collection of field data and assess the resulting data, rooting their work in comparative religious studies scholar Mircea Eliade's concept of "the scale creates the phenomenon" and a "crash course" in electromagnetic field (EMF) measurement, and construction of their own EMF meters using the Hill Library MakerSpace.</p>		



List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 3*:  
**Obj. 3) Explore and synthesize the approaches or views of the two or more disciplines.**

Propose ways in which synthesized humanistic and scientific understandings of scale, measurement, and instrumentation generate knowledge.

**Measure(s) for above Outcome:**

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Students will build, test, and deploy sensor arrays, then write their own critical evaluation and interpretation of the results, including fully articulating how and what conclusions may or may not be reasonably and holistically drawn.

To assist CUE in evaluating this course for Interdisciplinary Perspectives, please provide answers to the following questions:

A. Which disciplines will be synthesized, connected, and/or considered in this course?

Texts and guests will represent many views, but a key unit of the course works to particularly connect the disciplines of electrical engineering and religious studies. Students are also encouraged to bring their own disciplinary interests into the class context.

B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"?

See attachment

## SECTION 2: REQUISITES AND SCHEDULING

**General guidelines:**

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Interdisciplinary Perspectives* category designation and GEP student learning outcomes.

**Special Topics Term Scheduling:**

- List below the course scheduling detail:
  - Meeting time and day(s): 4:00 pm - 6:55 pm, W
  - Seat count: 20
  - Room assigned or room preference including needed classroom technology/seat type: Honors Village Commons #202 C
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? 0 %

- If seats are restricted, describe the restriction being applied. University Honors Program students
- Is this restriction listed in the course catalog description for the course?

N/A

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

Restricted to University Honors Program students

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none.  
(ex: ability to analyze historical text; prepare a lesson plan)

**SECTION 3: ADDITIONAL INFORMATION**

*Complete the following 3 questions or attach a syllabus that includes this information.*

1. Title and author of any required text or publications.

2. Major topics to be covered and required readings including laboratory and studio topics.

3. List any required field trips, out of class activities, and/or guest speakers.

SIGNATURE PAGE FOR HON 296 sec 002

RECOMMENDED BY:

 \_\_\_\_\_ DATE Feb 19, 2018

HEAD, DEPARTMENT/PROGRAM

DATE

*\*For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:

 \_\_\_\_\_ DATE 02/19/2018

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

 \_\_\_\_\_ DATE 2/26/18

COLLEGE DEAN

DATE

APPROVED BY:

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

\_\_\_\_\_  
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE \_\_\_\_\_



**HON Interdisciplinary Perspectives Special Topic Shell Offering (HON 296)**

This form is to be used for submitting a Special Topics shell offering for the Interdisciplinary Perspectives GEP category to the Council on Undergraduate Education (CUE).

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The GEP Interdisciplinary Perspectives objectives will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines.
2. Identify and apply authentic connections between two or more disciplines.
3. Explore and synthesize the approaches or views of the two or more disciplines.

<b>HON 296 sec 006</b>			
<b>Department(s)/Program</b>	University Honors Program	<b>New GEP Special Topics</b>	
<b>Special Topic Title:</b> (30 character limit)	“Gender, Identity, and the Birth of the ‘Modern’ Woman”	<b>Review for 2<sup>nd</sup> Offering</b>	<input checked="" type="checkbox"/>
<b>Term to be Offered</b>	Spring 2018		
<b>Instructor Name/Title</b>	Anne Auten, Assistant Director of the University Honors Program		
<b>SECTION 1: GEP CRITERIA</b>			
<b>Instructions:</b>			
<ul style="list-style-type: none"> <li>• At least one of the Instructor’s student learning outcomes must be listed under each GEP category objective.</li> <li>• Achievement of the outcomes must allow students to meet the GEP category objectives.</li> <li>• Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.</li> <li>• At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.</li> <li>• Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.</li> <li>• For assistance with writing outcomes and list of active verbs using <i>Bloom’s Taxonomy</i> [<a href="#">Click Here</a>]</li> </ul>			
List the Instructor’s student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1</i> :			
<i>Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i>			
Analyze a variety of works by and about women (English/Literature; Women’s and Gender Studies) within the socio-historical context of their period (Sociology, History).			
<b>Measure(s) for above Outcome:</b>			
<i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i>			
The socio-historical sense developed by students will be demonstrated by their ability to relate—in written form or in discussion—the ways in which the literary work being studied exposes the values, problems, anxieties, and pleasures of the historical period that generates that particular literary work, and how those differ from, while at the same time often in some fashion anticipate, the values of our own era. Students will navigate these disciplines through in-class discussion and writing, presentations to their peers, as well as forum posts on Moodle. Sample forum prompt: “In ‘Cultural Misreadings by American Reviewers,’ an essay published by Maxine Hong Kingston in 1982, she confronts those critics who find her work exotic and foreign. She states, ‘The Woman Warrior is an American book . . . Yet many reviewers do not see the American-ness of it, nor the fact of my own American-ness.’ Do you agree with Kingston’s position? How is her Chinese cultural history reconciled with the emerging sense of herself as an American?”			
List the Instructor’s student learning outcome(s) for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 2</i> :			
<i>Obj. 2) Identify and apply authentic connections between two or more disciplines.</i>			
Explore authentic connections between the construction of literary works and their cultural, social, and historical milieu.			



**Measure(s) for above Outcome:**

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Students will take two exams (midterm, final), which are mainly comprised of short answer and essay questions that ask students to identify and explain certain passages (i.e., perform close readings), as well as make connections between thematic content in various texts. Sample exam question: "What did Victorian author Sarah Ellis mean when she referred to women as 'relative creatures'? Situate your response within the appropriate historical period and provide at least two textual examples of this characterization from *Jane Eyre* and *The Yellow*

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 3: Obj. 3) Explore and synthesize the approaches or views of the two or more disciplines.*

Create academic arguments about works of literature and their socio-historical context using the techniques of critical interpretation; Compare and critique contemporary transformations (e.g., film adaptations) of these literary works to the original texts in order to construct academic arguments.

**Measure(s) for above Outcome:**

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Students will select their own topics for both the critical analysis essay (6-8 pages in length) and the critical & creative project (artifact plus reflective essay). They will draw on textual evidence (both primary and secondary) as support for their arguments, as well as their own interpretations of the texts and issues in question. Sample paper topic: "Write a paper in which you compare and contrast a scene, character, motif, image, or theme in two film versions of *Jane Eyre* with Brontë's original text. The scene (or character, motif, image, or theme) does not have to appear in all three works, but you should then discuss the significance of its absence. The aim of this assignment is not to discuss whether a movie is 'faithful' to its original; rather, you should work to develop a thesis about aspects of the three versions that illuminate one another in suggestive ways. You might consider issues of gender, sexuality, social class, madness, etc. You should certainly consider the time period in which each adaptation was created and released, and how the cultural, social, and historical milieu contributed to each vision."

**To assist CUE in evaluating this course for Interdisciplinary Perspectives, please provide answers to the following questions:**

A. Which disciplines will be synthesized, connected, and/or considered in this course?

English (Literature), Women's and Gender Studies, Sociology, History

B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"?

Please see syllabus.

## SECTION 2: REQUISITES AND SCHEDULING

**General guidelines:**

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Interdisciplinary Perspectives* category designation and GEP student learning outcomes.

**Special Topics Term Scheduling:**

- List below the course scheduling detail:
  - Meeting time and day(s): Mondays and Wednesdays, 10:15-11:30 AM
  - Seat count: 20
  - Room assigned or room preference including needed classroom technology/seat type: Honors Village Commons 201
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? 0 %

- a. If seats are restricted, describe the restriction being applied.  
Restricted to students in the University Honors Program.
- b. Is this restriction listed in the course catalog description for the course? Yes.

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.  
None

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none.  
(ex: ability to analyze historical text; prepare a lesson plan)

### SECTION 3: ADDITIONAL INFORMATION

*Complete the following 3 questions or attach a syllabus that includes this information.*

1. **Title and author of any required text or publications.**  
Please see syllabus.

2. **Major topics to be covered and required readings including laboratory and studio topics.**  
Please see syllabus.

3. **List any required field trips, out of class activities, and/or guest speakers.** n/a

**SIGNATURE PAGE FOR HON 296 sec 006**


RECOMMENDED BY:

 \_\_\_\_\_ DATE Feb. 19, 2018

*\*For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:

 \_\_\_\_\_ DATE 02/19/2018

 \_\_\_\_\_ DATE 2/26/18

APPROVED BY:

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

\_\_\_\_\_  
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE \_\_\_\_\_



## HON Visual and Performing Arts Special Topic Shell Offering (HON 299)

*This form is to be used for submitting a Special Topics shell offering for the Visual and Performing Arts GEP category to the Council on Undergraduate Education (CUE)*

**Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.**

The GEP Visual and Performing Arts objectives will provide instruction and guidance that help students to:

1. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.
2. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.
3. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

### HON 299 sec 001

<b>Department(s)/Program</b>	University Honors Program	<b>New GEP Special Topics Offering</b>	<input type="checkbox"/>
<b>Special Topic Title:</b> <small>(30 character limit)</small>	The Music of Language	<b>Review for 2<sup>nd</sup> Offering</b>	<input checked="" type="checkbox"/>
<b>Term to be Offered</b>	Spring 2018		
<b>Instructor Name/Title</b>	Dr JMark Scarce, Professor of Art + Design		

### SECTION 1: GEP CRITERIA

#### Instructions:

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [\[Click Here\]](#)

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 1*:  
***Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.***

Identify differing modes/levels of communication in artistic media.

#### ***Measure(s) for above Outcome:***

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

All graded material will be in essay format allowing opportunities for students to demonstrate understanding of aesthetics at work in conveying meaning both linguistically and artistically.

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 2*:  
***Obj. 2) Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.***

Gain awareness of how aural structures encode meaning.

#### ***Measure(s) for above Outcome:***

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Through response papers to readings and class participation students will present evidence of their ability to analyze materials based on learned elements such as melody, harmony, rhythm, timbre, as well as literary tools and devices.



List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 3: Obj. 3) Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.*

Engage with music used literally and figuratively, metaphorically and metaphysically, throughout the text that will strengthen understanding of criteria, techniques and standards of evaluation.

**Measure(s) for above Outcome:**

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

By applying a broader understanding of music in literature and music in practice, students will compare and contrast differing art forms through language, borrowing terminology and metaphorical practice to communicate the process of creation and recreation through writing, thereby gaining a greater understanding of its real-world praxis and representational roles.

## SECTION 2: REQUISITES AND SCHEDULING

**General guidelines:**

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Visual and Performing Arts* category designation and GEP student learning outcomes.

**Special Topics Term Scheduling:**

- List below the course scheduling detail:
  - Meeting time and day(s): T/R 10:15-11:30
  - Seat count: 20
  - Room assigned or room preference including needed classroom technology/seat type:  
Clark Hall Conference Room
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.  
(EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? 0 %

- a. If seats are restricted, describe the restriction being applied.

restricted to students in UHP

- b. Is this restriction listed in the course catalog description for the course?

yes

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

none

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none.  
(ex: ability to analyze historical text; prepare a lesson plan)

none

## SECTION 3: ADDITIONAL INFORMATION

*Complete the following 3 questions or attach a syllabus that includes this information.*

1. Title and author of any required text or publications.

see syllabus

2. Major topics to be covered and required readings including laboratory and studio topics.

see syllabus

**3. List any required field trips, out of class activities, and/or guest speakers.**

see syllabus


SIGNATURE PAGE FOR HON 299 sec 001

RECOMMENDED BY:

  
HEAD, DEPARTMENT/PROGRAM \_\_\_\_\_ DATE Feb. 19, 2018

*\*For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:

  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE \_\_\_\_\_ DATE 02/14/2018

  
COLLEGE DEAN \_\_\_\_\_ DATE 3/1/18

APPROVED BY:

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION \_\_\_\_\_ DATE

\_\_\_\_\_  
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) \_\_\_\_\_ DATE

APPROVED EFFECTIVE DATE \_\_\_\_\_



## HON Interdisciplinary Perspectives Special Topic Shell Offering (HON 296)

*This form is to be used for submitting a Special Topics shell offering for the Interdisciplinary Perspectives GEP category to the Council on Undergraduate Education (CUE)*

**Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.**

The *GEP Interdisciplinary Perspectives objectives* will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines.
2. Identify and apply authentic connections between two or more disciplines.
3. Explore and synthesize the approaches or views of the two or more disciplines.

### HON 296 sec 004

<b>Department(s)/Program</b>	University Honors Program	<b>New GEP Special Topics Offering</b> <input checked="" type="checkbox"/>
<b>Special Topic Title:</b> (30 character limit)	Nature Writing in North Carolina and Beyond: An Environmental Lens on American Culture and Natural/History	<b>Review for 2<sup>nd</sup> Offering</b> <input type="checkbox"/>
<b>Term to be Offered</b>	Spring 2018	
<b>Instructor Name/Title</b>	Sheryl Cornett	

### SECTION 1: GEP CRITERIA

**Instructions:**

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [\[Click Here\]](#)

List the Instructor's student learning outcomes for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 1:*  
***Obj. 1) Distinguish between the distinct approaches of two or more disciplines.***

Course Outcome #1: Investigate and analyze the scientific writing and literary modes in which social, political, religious, and artistic values shape our perceptions of the natural world and our environmental movements in the U.S.

Course Outcome #3: Identify, describe, and distinguish between the diversity of sub-genres (letters, journals, autobiographies, formal essays, lyrical memoir, and researched scientific articles) within (especially) North Carolina's canon and how each contributes to the body of work called environmental literature.

#### ***Measure(s) for above Outcome:***

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Students will create and revise short interpretative/reflective writings weekly on individual topics drawn from readings, discussion, and presentations (including film clips). Weekly writing assignments will be later evaluated for development into longer (two short, one long paper) essays which count towards the final course grade. Additionally, students will respond to course readings via short written prompts we call "checkpoints" or quizzes. The fruits of these initiatives will be shared in the class workshop/symposium style. A sample checkpoint prompt: In Linda Lear's introduction to *Silent Spring* she discusses Rachel Carson's training as a biologist and her role as a naturalist, pointing out that Carson writes in the tradition of *Walden Pond* and other examples of nature writing. Based on this assertion, how would you describe Carson's use of language, tone, style, audience to get across her book-length argument?

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 2:*  
***Obj. 2) Identify and apply authentic connections between two or more disciplines.***

Course Outcome #7: Compare and Contrast both scientific writing and literature of the environment/literary journalism (CNF) as theory, public conversation, and civic discourse

Course Outcome #6: Design and evaluate and revise his/her own original non-fiction stories and essays and evaluate for constructive feedback the original compositions of other members of the course.

#### ***Measure(s) for above Outcome:***

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Among the two short critical essays students write a self-designed creative project/artifact manifesting some new knowledge of the natural world. The essay prompt requires students to research examples of the sub-genre which they are discussing in structure, tone, and meaning and to justify contextualizing their own learning narrative within that sub-genre.



List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 3*:

**Obj. 3) Explore and synthesize the approaches or views of the two or more disciplines.**

Course Outcome #2: Recognize and assess the role of historical texts in the contemporary conversation about U.S. environmentalism.

Course Outcome #4: Analyze, differentiate and explain the knowledge bases and core critical and creative thinking of classic and contemporary environmental literature and its impact on the history and culture of the U.S. environmental movement.

Course Outcome #5: Develop sustainable practices in inquiry-guided writing, research, close reading, discussion and speaking skills in creating and presenting interpretative, researched non-fiction projects.

**Measure(s) for above Outcome:**

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

8-10 page critical analysis essay on the elements and ideas of environmental literature and some aspect of its role in civic discourse for 25% of final grade. Students' shorter essays will be evaluated for effectiveness using the Critical-Creative Method: Describe, Analyze, Interpret, and Evaluate. The critical essay prompt requires students to write an analysis of a current environmental issue which compares and contrasts two or more authors' theoretical positions on the issue and investigates which rhetorical elements are implemented effectively as part of the persuasiveness (or not) of the theory.

**To assist CUE in evaluating this course for Interdisciplinary Perspectives, please provide answers to the following questions:**

- A. Which disciplines will be synthesized, connected, and/or considered in this course?

Literature/Creative Writing and Environmental Studies/Natural Sciences

- B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"?

please see syllabus

## SECTION 2: REQUISITES AND SCHEDULING

**General guidelines:**

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Interdisciplinary Perspectives* category designation and GEP student learning outcomes.

**Special Topics Term Scheduling:**

- List below the course scheduling detail:
  - Meeting time and day(s): **Wednesdays 1:30-4:15**
  - Seat count: **20**
  - Room assigned or room preference including needed classroom technology/seat type: **HVC**
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? 0 %

- a. If seats are restricted, describe the restriction being applied. **UHP studnets**
- b. Is this restriction listed in the course catalog description for the course?  
**yes**

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

**none**

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none.  
(ex: ability to analyze historical text; prepare a lesson plan)

### SECTION 3: ADDITIONAL INFORMATION

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.

please see syllabus

2. Major topics to be covered and required readings including laboratory and studio topics.

please see syllabus

3. List any required field trips, out of class activities, and/or guest speakers.

please see syllabus



**HON GEP Humanities Special Topic Shell Offering (HON 294)**

This form is to be used for submitting a Special Topics shell offering for the Humanities GEP category to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The GEP Humanities objectives will provide instruction and guidance that help students to:

1. Engage the human experience through the interpretation of human culture and
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities; and
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

**HON 294 sec 004**

<b>Department(s)/Program</b>	University Honors Program	<b>New GEP Special Topics Offering</b>	<input type="checkbox"/>
<b>Special Topic Title:</b> (30 character limit)	Nature Writing in North Carolina and Beyond: An Environmental Lens on American Culture and Natural/History	<b>Review for 2<sup>nd</sup> Offering</b>	X <input type="checkbox"/>
<b>Term to be Offered</b>	Spring 2018		
<b>Instructor Name/Title</b>	Sheryl Cornett		

**SECTION 1: GEP CRITERIA****Instructions:**

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [[Click Here](#)]

List the Instructor's student learning outcomes for the course that are relevant to GEP *Humanities Objective 1:*  
*Obj. 1) Engage the human experience through the interpretation of human culture.*

**Course Outcome #1:** Investigate and analyze the literary modes in which social, political, religious, and artistic values shape our perceptions of the natural world and our environment.

***Measure(s) for above Outcome:***

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

**Means of Assessment:** During the course of the semester, students are required to develop and present a document map/creative project will respond to an article or essay they have researched individually. The document map will assess the article's (or essay's) use of history, science, rhetoric, and literary style and determine its effectiveness in reaching target audiences. Students identify in their chosen article organizational construction, design, composition, and other rhetorical elements.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Humanities Objective 2:*  
*Obj. 2) Become aware of the act of interpretation itself as a critical form of knowing in the Humanities.*

**Course Outcome # 2:** Students will recognize and assess the role of historical texts in the contemporary conversation about U.S. environmentalism.



**Measure(s) for above Outcome:**

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

**Means of Assessment:** Students will respond to course readings via short written prompts we call "checkpoints" or quizzes. The fruits of these initiatives will be shared in the class workshop/symposium style. A sample checkpoint prompt: In Linda Lear's introduction to *Silent Spring* she discusses Rachel Carson's training as a biologist and her role as a naturalist, pointing out that Carson writes in the tradition of *Walden Pond* and other examples of nature writing. Based on this assertion, how would you describe Carson's use of language, tone, style, audience to get across her book-length argument?

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Humanities Objective 3*:

**Obj. 3) Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.**

**Course Outcome #3:** Analyze, differentiate, and explain the knowledge bases and core critical and creative thinking of classic and contemporary environmental literature

**Measure(s) for above Outcome:**

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

**Means of Assessment:** A final 8-10 page critical analysis essay on the elements of Environmental Literature and narrative craft and some researched scientific aspect of the environmental movement for 25% of final grade. The critical essay prompt requires students to write an analysis of a current environmental issue which compares and contrasts two or more authors' theoretical positions on the issue and investigates which historical and scientific elements that are implemented effectively as part of the persuasiveness (or not) of the theory. This long paper will build off critical and creative thinking assignments built into the two short papers due in February and March.

## SECTION 2: REQUISITES AND SCHEDULING

**General guidelines:**

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Humanities* category designation and GEP student learning outcomes.

**Special Topics Term Scheduling:**

- List below the course scheduling detail:
  - Meeting time and day(s): wednesdays 1:30-4:15
  - Seat count:
  - Room assigned or room preference including needed classroom technology/seat type:
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? 25% %

- a. If seats are restricted, describe the restriction being applied. Active enrollment in UHP
- b. Is this restriction listed in the course catalog description for the course? Yes

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

NONE

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

NONE

**SECTION 3: ADDITIONAL INFORMATION**

*Complete the following 3 questions or attach a syllabus that includes this information.*

Syllabus Attached.	1. Title and author of any required text or publications.
See Attached Syllabus	2. Major topics to be covered and required readings including laboratory and studio topics.
See Attached Syllabus	3. List any required field trips, out of class activities, and/or guest speakers.





**Honors 294/296 Sections 004  
Spring 2018**

**Nature Writing in North Carolina and Beyond: An Environmental Lens on  
American Culture & History**

**With Prof. Sheryl Cornett, UHP Scholar-in-Residence  
Wednesdays, 1:30-4:15 HVC Multipurpose Room**

*Instructor Contact*

Office Tompkins 106

Email: [cornett@ncsu.edu](mailto:cornett@ncsu.edu)

Office Hours for Honors Students: Mondays 3-5pm; Wednesdays 4:30-5:30, and  
Tuesdays/Thursdays by Appointment in the Honors Village

**There Are No Prerequisites for This Course**

(Most Students Will Have Taken HONORS 202 and Be Familiar with the Seminar Format)

***Required Texts***

*North Carolina Nature Writing: Four Centuries of Personal Narratives and  
Descriptions*, Richard Rankin, Editor. Available only on Amazon.

*Nature Guide to the North Carolina Coast: Common Birds, Crabs, Shells, Fish and other  
Entities of the Coastal Environment*, by Peter Meyer.

*The Outermost House*, by Henry Beston.

*Hatteras Journal*, by Jan DeBlieu

Please Note: Additional required reading materials (by authors listed below and  
scheduled on syllabus) will be available through open source networking, on electronic reserve  
in D.H. Hill Library, or will be available as PDFs. All texts on reserve or found in these sources  
are noted on the daily reading and assignment schedule.

***Course Description/Rationale***

American Writing about the Natural World is some of the most esteemed in English Language  
Literature. In this reading- and writing-intensive, discussion-focused course, the goal is for our  
learning community to explore an important aspect of natural, intellectual, and social history as  
they develop concurrently with the USA's (very diverse) Environmental Movement. As an  
additional layer of investigation, we will consider how the Rhetoric of Literary Journalism (a  
realm of creative non-fiction) and the how the role of Public Intellectuals has made America's  
responses to Nature widely accessible beyond academia and the educated elite. Class discussion,  
papers, projects, individual and team topical-presentations, and interactive classes/excursions

will pursue the questions: how have our responses (as a society and as individuals) to the literature about Nature and to Nature itself helped shape the Environment and its “Movement” as we know it today? How have these further humanized us as members of society and various communities? What lenses and angles on American Culture and History might we also engage and take away?

Works will be read by North Carolina Authors (ranging from colonial days to the present day) Such as **Jan De Blieu, Annie Dillard, Janet Lemke** (among others); as well as those from many parts of the US such as: **John McPhee, Henry David Thoreau, George Perkins Marsh, Rachel Carson, John Muir, Aldo Leopold, Dave Foreman, Wallace Stegner, Edward Abbey, Barry Lopez, and E. O. Wilson.**

**Hon 294/296-004 Meets GEP Requirement for Humanities and Interdisciplinary Studies.**

***General Education Program (GEP) Information:***

**GEP Category: Humanities OR Interdisciplinary Studies.**

### ***Course Requirements with Due Dates***

- Two short critical analysis/interpretative essays, 4-5 pages (15 % each; 30% of total grade). These are due February 28 & March 28 respectively.
- One Creative Project: TBD by student with professor approval (15%) due April 18.
- One long critical analysis essay 8-10 pages (25%) Due May 4<sup>th</sup>/Exam Day.
- Exit exam-reflection essay (15%) In Class on May 4<sup>th</sup> Exam Day.
- Quizzes and in-class writing (10%). These will occur on a rolling basis beginning with January 19 assignment on “Dark Ecology.” They will be announced in advance sometimes; other times they will be “pop-quiz” style.
- Attendance and class participation (5%).

### **Class Participation Rubric**

Grade	Criteria
	Excessively and/or frequently tardy/absent. Unprepared for class. Actively disruptive behavior that makes it difficult for the class to accomplish its learning objectives. For seriously disruptive behavior, I may ask you to leave class, in which case this will count



	as both a zero in participation and an absence.
	Only present in body (e.g. web surfing, doing homework for other classes, checking email, chatting online or in class about topics unrelated to the class, etc.). In-class behavior that shows serious unpreparedness and a lack of engagement with the course. Some mildly disruptive behaviors. Coming to class without the required materials for active participation.
	Present in mind and body, but only passively participating. Being prepared and attentive, but not adding to class discussions.
	Present in mind and body, and actively participating with positive contributions to the learning environment (e.g., engaged, relevant questions and comments during class discussions, a willingness to share and talk about written work, proactive assistance for fellow group members, incorporating the day's readings into comments, etc.).
	Present in mind and body, and exceptionally meaningful contributions to the learning environment. What generally distinguishes an A from a B is the depth and quality of engagement with the intellectual tasks of the class (e.g., making innovative connections between concepts during discussions, asking provocative questions that get the class thinking, actively incorporating class readings beyond the day's reading, taking a leadership role during activities and discussions, etc.).

**Grading Scale: This course uses Standard NCSU Letter Grading**

A+	100-97		96-94	A	93-90
B+	89-87		86-84	B	83-80
C+	79-77		76-74	C	73-70
D+	69-67		66-64	D	63-60

				-	
F	59 and below				

### ⇒ Attendance Policies

Regular attendance is a requirement for this course. Your final grade will be lowered by half a grade for every unexcused absence after the second one. Your grade will also be lowered by half a grade for every excused absence after the fourth one. For information on the university policy on attendance, see additional *Policy on Attendance* below

and: [http://www.ncsu.edu/policies/academic\\_affairs/courses\\_undergrad/REG02.20.3.php](http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php)

### *Course Objectives/Outcomes*

Students who complete this course will be able to:

1. **Investigate and analyze** the scientific and literary writing modes in which social, political, religious, and artistic values shape our perceptions of the natural world and our environment.
2. **Recognize and assess** the role of historical texts in the contemporary conversation about U.S. environmentalism.
3. **Identify, describe, and distinguish** between the diversity of sub-genres (observation reports, letters, journals, autobiographies, formal essays, lyrical memoir) within scholarly and popular non-fiction and literary journalism about nature the natural world and how each contributes to the body of work called environmental literature.
4. **Analyze, differentiate** and explain the knowledge bases and core critical and creative thinking of classic and contemporary environmental literature.
5. **Develop** sustainable practices in writing, research, close reading, discussion and speaking skills in creating and presenting interpretative, researched non-fiction projects.
6. **Design and evaluate and revise** his/her own original non-fiction essays and evaluate for constructive feedback the original compositions of other members of the course.
7. **Compare and Contrast** both scientific and imaginative literature of the environment (CNF/literary journalism) as theory, public conversation, civic discourse, and templates for individual and collective involvement in the movement.
8. **Compose** two short papers and one long analytical/ critical paper (8-10 pages). Students will also generate a critical and creative project with two deliverables: an artifact (possible modes include generating an historical document map of North Carolina's role in the environmental movement, engineering a design for a nature trail or preservation site, 3-D sculpture, to name a few: concrete examples will be visited in class) **and** a short reflective essay on making this project. Projects will be presented to the class community during the last two weeks of April as part of course symposium.





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**HON 294/296-004 Meets GEP Requirements for Humanities and Interdisciplinary Studies (See bottom of this Section of Syllabus for Additional notes).**

**Humanities GEP Objective #1:** Engage the human experience through interpretation of human culture.

**Course Outcome #1:** Investigate and analyze the literary modes in which social, political, religious, and artistic values shape our perceptions of the natural world and our environment.

**Course Outcome #2:** Identify, describe, and distinguish between the diversity of sub-genres (letters, journals, autobiographies, formal essays, lyrical memoir) within non-fiction contribute to the body of work called environmental literature.

**Means of Assessment:** During the course of the semester, students are required to develop and present a document map/creative project will respond to an article or essay they have researched individually. The document map will assess the article's (or essay's) use of history, science, rhetoric, and literary style and determine its effectiveness in reaching target audiences. Students identify in their chosen article organizational construction, design, composition, and other rhetorical elements.

**Humanities GEP Objective #2:** Become aware of the act of interpretation itself as a critical form of knowing in the humanities.

**Course Outcome # 2:** Students will recognize and assess the role of historical texts in the contemporary conversation about U.S. environmentalism.

**Means of Assessment:** Students will respond to course readings via short written prompts we call "checkpoints" or quizzes. The fruits of these initiatives will be shared in the class workshop/symposium style. A sample checkpoint prompt: In Linda Lear's introduction to *Silent Spring* she discusses Rachel Carson's training as a biologist and her role as a naturalist, pointing out that Carson writes in the tradition of *Walden Pond* and other examples of nature writing. Based on this assertion, how would you describe Carson's use of language, tone, style, audience to get across her book-length argument?

**Humanities GEP Objective #3:** Make academic arguments about human experience, history, and culture using reason and evidence for supporting those reasons that are appropriate to the to the interdisciplinary content of the course.

**Course Outcome #3:** Analyze, differentiate, and explain the knowledge bases and core critical and creative thinking of classic and contemporary environmental literature

**Means of Assessment:** A final 8-10 page critical analysis essay on the elements of Environmental Literature and narrative craft and some researched scientific aspect of the environmental movement for 25% of final grade. The critical essay prompt requires students to write an analysis of a current environmental issue which compares and contrasts two or more authors' theoretical positions on the issue and investigates which historical and scientific elements that are implemented effectively as part of the persuasiveness (or not) of the theory.

This long paper will build off critical and creative thinking assignments built into the two short papers due in February and March.

**GEP Category: Interdisciplinary Perspectives**

**IP GEP Objective #1:** Distinguish between the distinct approaches of two or more disciplines.

**Course Outcome #1:** Investigate and analyze the scientific writing and literary modes in which social, political, religious, and artistic values shape our perceptions of the natural world and our environmental movements in the U.S.

**Course Outcome #3:** Identify, describe, and distinguish between the diversity of sub-genres (letters, journals, autobiographies, formal essays, lyrical memoir, and researched scientific articles) within (especially) North Carolina's canon and how each contributes to the body of work called environmental literature.

**Means of Assessment:** Students will create and revise short interpretative/reflective writings weekly on individual topics drawn from readings, discussion, and presentations (including film clips). Weekly writing assignments will be later evaluated for development into longer (two short, one long paper) essays which count towards the final course grade. Additionally, students will respond to course readings via short written prompts we call "checkpoints" or quizzes. The fruits of these initiatives will be shared in the class workshop/symposium style. A sample checkpoint prompt: In Linda Lear's introduction to *Silent Spring* she discusses Rachel Carson's training as a biologist and her role as a naturalist, pointing out that Carson writes in the tradition of *Walden Pond* and other examples of nature writing. Based on this assertion, how would you describe Carson's use of language, tone, style, audience to get across her book-length argument?

**IP GEP Objective #2:** Identify and apply authentic connections between two or more disciplines.

**Course Outcome #7:** Compare and Contrast both scientific writing and literature of the environment/literary journalism (CNF) as theory, public conversation, and civic discourse

**Course Outcome #6:** Design and evaluate and revise his/her own original non-fiction stories and essays and evaluate for constructive feedback the original compositions of other members of the course.

**Means of Assessment:** Among the two short critical essays students write a self-designed creative project/artifact manifesting some new knowledge of the natural world. The essay prompt requires students to research examples of the sub-genre which they are discussing in structure, tone, and meaning and to justify contextualizing their own learning narrative within that sub-genre.

**IP GEP Objective #3:** Explore and synthesize the approaches or views of two or more disciplines.

**Course Outcome #2:** Recognize and assess the role of historical texts in the contemporary conversation about U.S. environmentalism.

**Course Outcome #4:** Analyze, differentiate and explain the knowledge bases and core critical and creative thinking of classic and contemporary environmental literature and its impact on the history and culture of the U.S. environmental movement.

**Course Outcome #5:** Develop sustainable practices in inquiry-guided writing, research, close reading, discussion and speaking skills in creating and presenting interpretative, researched non-fiction projects.

**Means of Assessment:** 8-10 page critical analysis essay on the elements and ideas of environmental literature and some aspect of its role in civic discourse for 25% of final grade. Students' shorter essays will be evaluated for effectiveness using the Critical-Creative Method: Describe, Analyze, Interpret, and Evaluate. The critical essay prompt requires students to write an analysis of a current environmental issue which compares and contrasts two or more authors' theoretical positions on the issue and investigates which rhetorical elements are implemented effectively as part of the persuasiveness (or not) of the theory.

### ***Reading and Assignment Schedule***

**Wednesday, 10 January:** Course Introduction, Goals and Policies. Introducing Each other and Building a Seminar Community. Overview of Syllabus and learning methods/approaches. What is Environmental Literature? What is the difference between Science Writing and Nature Writing? Excursion Planning.

**Wednesday, 17 January:** Out of Class Writing Homework Assignment #1 Due: 750 Word Response Essay (prompt to follow) to Paul Kingsnorth article in America's Premier Environmental Periodical, *Orion Magazine*. <https://orionmagazine.org/article/dark-ecology/>

**Save the Date: Friday 19 January 4 PM Meet and Greet**

**Wednesday, 24 January:** *North Carolina Nature Writing*: Introduction and Pages 1-63 (covering the historical range from 1663 to 1900). In class checkpoint/quiz and breakout group activity for presenting. Discussion of "Dark Ecology."

**Wednesday, 31 January:** *North Carolina Nature Writing*: pp. 65-95; 160 to 175; 189-201. Field Notes Excursion Planned.

**Wednesday, 7 February:** Reading DUE: Janet Lemke's "Skinny Dipping: And Other Immersions in Water, Myth, and Being Human" via PDF Handout. Assigned Groups presenting on *Nature Guide to the North Carolina Coast*.

**Wednesday, 14 February:** Short Paper # 1 Assignment Revisited: Drafting Workshop. Reading DUE: E.O Wilson's "Storm over the Amazon" via PDF Handout.

**Wednesday, 21 February:** **Field Trip** to Lake Johnson DETAILS TBA

**Wednesday, 28 February:** **Online Class**. Short Paper #1 Due. Field Notes from Independent Outdoor Excursion Due.

**Wednesday, 7 March: **SPRING BREAK****



**Wednesday, 14 March: Reading DUE:** *Hatteras Journal*. Checkpoint/Quiz. Class Discussion. Short Paper #2 Assigned. Individual Creative Projects Arranged (due April 18).

**Wednesday, 21 March:** *Hatteras Journal* continued. Drafting Short Paper #2. Additional Reading Due: Rachel Carson “The Changing Year” (excerpt from *The Sea is All Around*) via PDF handout.

**Wednesday, 28 March:** Peer Review of Short Paper #2. Finish *Hatteras Journal* (group presentations). Prof. Intro to *Outer Most House*.

**Wednesday, 4 April:** Reading Due: *Outer Most House*. Checkpoint/Quiz. Class Discussion. Critical Analysis/Final Paper Assigned.

**Wednesday, 11 April:** *Outer Most House* continued. John Mcphee: Excerpt from *The Control of Nature* via PDF Handout. *Special Guest, University of Louisiana & Fulbright Professor of Environmental Journalism to speak to the Seminar. Details TBA.*

**Wednesday, 18 APRIL:** PREP for Field Trip 20 April. Remaining course reserves discussion/symposium. Creative Project Presentations.

**APRIL 20-21 Overnight Field Trip to the North Carolina Coast.**

**Wednesday, 25 April: LDOC.** Course Wrap Up. Remaining Creative Project Presentations.

**Final Paper/Critical Analysis due MAY 4 (EXAM DAY). In-person Exit Reflection/Exam Day.**

## CAMPUS RESOURCES

### Ask a Librarian

Visit <http://www.lib.ncsu.edu/libref/> to learn how to reach the Reference Staff at D.H. Hill Library. Librarians respond to inquiries via phone, instant message, text message, and email.

### Counseling Center

The Counseling Center (located in the Student Health Center) provides counseling for NC State

students experiencing personal, academic or vocational problems, and most services are FREE. For more information, please visit: [http://www.ncsu.edu/stud\\_affairs/counseling\\_center/](http://www.ncsu.edu/stud_affairs/counseling_center/).

### **Disability Services Office (DSO)**

If you require accommodations for documented disabilities, please meet with me to discuss your needs. Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students. For more information, please visit: [http://www.ncsu.edu/provost/offices/affirm\\_action/dss/](http://www.ncsu.edu/provost/offices/affirm_action/dss/).

### **NOTE to CUE Reviewers:**

**Below is a summary of the “interdisciplinary rationale” integrated into my course materials which students engage on a weekly basis.**

**1) Which disciplines will be synthesized, connected, and/or considered in the course?** Literature/Creative Writing and Environmental Studies/Natural Sciences

**2) How will the instructor present the material so that these disciplines are addressed in a way that allows the students “to integrate multiple points of view into a cohesive understanding”?**

The course is organized into two main halves (before and after Spring Break) and uses several modes of learning and instruction.

The first half of the course (before Spring Break) has a heavier emphasis on close readings, mini-lectures, class discussions, student mini-presentations, and class comprehension of our texts, both literary-imaginative and scientific-technical. After Spring Break, for the second half of the class, we shift to a focused emphasis on creative and critical interpretations, projects, and mapping (document maps addressing the rhetorical and narrative technique and how these work with scientific facts to create a persuasive whole), new knowledge bases we want to emulate in our own individual approaches to responding to the literature of the environment. In this second half of the semester, we invite our own experiences in the natural world into the public conversation (reflective writings and the individual creative project) to see how they might resonate with a larger readership and environmental movement beyond the self and local community.

**HON Interdisciplinary Perspectives Special Topic Shell Offering (HON 296)**

This form is to be used for submitting a Special Topics shell offering for the Interdisciplinary Perspectives GEP category to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The *GEP Interdisciplinary Perspectives objectives* will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines.
2. Identify and apply authentic connections between two or more disciplines.
3. Explore and synthesize the approaches or views of the two or more disciplines.

**HON 296 sec 005**

<b>Department(s)/Program</b>	University Honors Program	<b>New GEP Special Topics Offering</b> <input checked="" type="checkbox"/>
<b>Special Topic Title:</b> (30 character limit)	Dinomania: a cultural and scientific history of dinosaurs	<b>Review for 2<sup>nd</sup> Offering</b> <input type="checkbox"/>
<b>Term to be Offered</b>	Spring 2018	
<b>Instructor Name/Title</b>	Paul D. Brinkman, Adjunct Associate Professor, History Dept.	

**SECTION 1: GEP CRITERIA****Instructions:**

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [\[Click Here\]](#)

List the Instructor's student learning outcomes for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 1:*  
*Obj. 1) Distinguish between the distinct approaches of two or more disciplines.*

Students will be able to recognize that objects and ideas in science – including dinosaurs – are culturally imbedded and have histories, and so do the values we use to make sense of them.

***Measure(s) for above Outcome:***

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Students will write a midterm paper in which they will interpret a dinosaur reconstruction of their choosing. In this paper, they will attempt to address both the cultural and the scientific components of same.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 2:*  
*Obj. 2) Identify and apply authentic connections between two or more disciplines.*

Students will be able to discuss complicated and contentious issues in history and science effectively, which requires speaking precisely, listening carefully, and disagreeing respectfully.

***Measure(s) for above Outcome:***

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Students will read numerous books and papers and discuss these readings in class.



List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 3*:  
**Obj. 3) Explore and synthesize the approaches or views of the two or more disciplines.**

Students will be able to write clearly and use different kinds of evidence from the natural sciences and the humanities effectively in order to improve their ability to form valid arguments and to communicate them well.

**Measure(s) for above Outcome:**

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Students will write a final paper in which they explore the cultural and scientific history of a dinosaur taxon of their choosing.

To assist CUE in evaluating this course for Interdisciplinary Perspectives, please provide answers to the following questions:

A. Which disciplines will be synthesized, connected, and/or considered in this course?

History and paleontology/geology/biology

B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"?

See attached syllabus

## SECTION 2: REQUISITES AND SCHEDULING

**General guidelines:**

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Interdisciplinary Perspectives* category designation and GEP student learning outcomes.

**Special Topics Term Scheduling:**

- List below the course scheduling detail:
  - Meeting time and day(s): 11:45-1:00, Mondays and Wednesdays
  - Seat count: 20
  - Room assigned or room preference including needed classroom technology/seat type: 202, Hon. Vill. Comm.
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? 0 %

a. If seats are restricted, describe the restriction being applied. UHP students

b. Is this restriction listed in the course catalog description for the course?

yes

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

UHP students

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none.  
(ex: ability to analyze historical text; prepare a lesson plan)

None

### SECTION 3: ADDITIONAL INFORMATION

*Complete the following 3 questions or attach a syllabus that includes this information.*

1. Title and author of any required text or publications.

see syllabus

2. Major topics to be covered and required readings including laboratory and studio topics.

see syllabus

3. List any required field trips, out of class activities, and/or guest speakers.

see syllabus

**SIGNATURE PAGE FOR HON 296 sec 005**

RECOMMENDED BY:

 \_\_\_\_\_ DATE Feb. 19, 2018

HEAD, DEPARTMENT/PROGRAM

*\*For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:

 \_\_\_\_\_ DATE 02/19/2018

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

 \_\_\_\_\_ DATE 3/1/18

COLLEGE DEAN

APPROVED BY:

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

\_\_\_\_\_  
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE \_\_\_\_\_



## HON 296-005: The Last Dinosaur Course

Spring, 2018

Dr. Paul D. Brinkman

Office: Withers Hall room 252

Office hours: 10:30-11:30, Mon., Wed.

Phone: 919-707-9282

or by appointment

Email: [pdrbrinkm@ncsu.edu](mailto:pdrbrinkm@ncsu.edu)



From *Tyrannosaurus rex* to Godzilla to Barney, from *Gertie* to *Jurassic Park*, dinosaurs are both objects of science and pop-culture icons. They are used routinely as metaphors for dominance, failure, obsolescence, hugeness and dim-wittedness. They are the objects by which science museums are judged. Victorians believed that the casual study of dinosaurs improved the mind...and they were right! Some scholars argue that a scientific understanding of dinosaurs can no longer be distinguished from their cultural counterparts. In this course, students will engage with the cultural and scientific history of dinosaurs in an attempt to disentangle the science object from the popular one. Special attention will be paid to early dinosaur discoveries and interpretations; the competitive exploration for dinosaurs in the US West and other exotic places; the origin and international spread of *dinomania*; dinosaurs as cultural icons; and, the ways that dinosaurs have been represented in the media and in public museums. This course will include critical discussion of how natural science is done, how ideas about dinosaurs are culturally embedded, and how and why those ideas change over time. It will explore the jumbled intersection of paleontology and popular culture.



Course information & grade determination:

Class will meet on Mondays and Wednesdays from 11:45 to 1:00pm in room 202 Honors Village Commons. This is designed to be a seminar course. This means that I will rarely, if ever, lecture. Instead, class time will consist of in-depth discussion of the weekly readings.

This course, which is reading and writing intensive, will distinguish between the distinct approaches of history and science. It will train students to identify and apply the connections between history and science as we examine changing ideas about dinosaurs over time.

Each week one or more students will be assigned to take major responsibility for leading discussion of the week's reading assignments. Discussion leaders are expected to come up with topics and questions for class. In addition, all students will circulate – via Moodle – brief written responses to the week's readings by midnight on the day before class meets. Students are encouraged to respond to questions or comments in each other's messages. These can and should be used to generate class discussion.

There will be two *writing assignments* for this course, which will be explained more fully in class. For the **first** writing assignment, students will choose an iconic representation of a dinosaur and write a critique that examines how it is culturally embedded. Discussion can and should include how and why the representation differs from historic and modern scientific understandings of that particular dinosaur. This short assignment should be no more than **three** double-spaced pages long and must be illustrated (30%).

For the **second** writing assignment, students will write a biography of a dinosaur genus or species of their choosing that describes both its cultural and scientific aspects. Possible sources could and should include scientific papers and monographs, movies, television, music, novels, textbooks, cartoons, toys, museum displays, models, roadside attractions, video games, comic books, and more. Students must use at least one primary source, and are encouraged to find one that is unpublished. The finished paper should be 10-12 double-spaced pages long and must be well-illustrated (60%).

Students will also present their writing assignments in class. Mid-term presentations will be brief (up to seven minutes) and informal. Final presentations will be up to fifteen minutes long and must be well illustrated. (See below for dates of student presentations.)

In addition to the above assignments, student performance will be assessed by *participation in class discussions, Moodle reading responses, and multiple class presentations* (10%).

Both the frequency and the quality of your participation will affect your grade. Students are expected to arrive in class having read and considered the material for discussion that day. Attendance alone is not sufficient for full participation credit. Students must actively engage.

- A: Student is well prepared, attentive, always responds when called upon and volunteers often with pertinent answers or questions.
- B: Student is usually prepared, responds when called on and volunteers on occasion.

- C: Student shows evidence of being unprepared, has trouble when called on and does not volunteer often.
- D: Student is unprepared, inattentive, never volunteers, or habitually comes to class late.
- F: Student exhibits a lack of concern for the class, sleeps in class, or disturbs the class.

Grading scale:

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F <60
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

Prerequisites & restrictive statements:

No prerequisites. Restricted to University Honors Program students. Open to other students by permission of the UHP.

Course materials:

Required (readings assigned):

**Brinkman, P. D.** (2010). *The Second Jurassic Dinosaur Rush: Museums & Paleontology in America at the Turn of the Twentieth Century*. University of Chicago Press. (\$10.00 to \$63.00)

**Mitchell, W. J. T.** (1998). *The Last Dinosaur Book*. University of Chicago Press. (\$7.00-\$29.00)

**Sanz, J. L.** (2002). *Starring T. Rex! Dinosaur Mythology and Popular Culture*. University of Indiana Press. (\$12.00-\$30.00)

**Wallace, D. R.** (1999). *The Bonehunters' Revenge*. Houghton Mifflin Co. (\$6.00-\$47.00)

Some additional weekly readings will be provided via Moodle as PDFs.

Also, students are strongly encouraged to follow and read the blogs Extinct Monsters: <<http://extinctmonsters.net>>, which is written by Ben Miller, and/or *Love in the Time of Chasmosaurus*: <<http://chasmosaurs.blogspot.com/>>.

Recommended supplementary readings (not specifically assigned):

**Farlow, J. O. and Brett-Surman, M. K.** (1997). *The Complete Dinosaur*. University of Indiana Press.

**Lacovara, K.** (2017). *Why Dinosaurs Matter*. Simon & Schuster.

Schedule of required reading & assignments (subject to change):

Week 1, Jan. 8/10: "What is a dinosaur?"



**Required readings, Wednesday:**

- Delair, J. B. and Sargeant, W. (1975) "The earliest discoveries of dinosaurs." *Isis* 66(1): 5-25.
- Torrens, H. S. (1992) "When did the dinosaur get its name?" *New Scientist* 1815: 40-44.
- Torrens, H. S. (1997) "Politics and paleontology: Richard Owen and the invention of dinosaurs." In: *The Complete Dinosaur*. University of Indiana Press.
- Mitchell, W. J. T. (1998). *The Last Dinosaur Book*, Chapters 1-13: 2-92.

Week 2, Jan. 17: "**Extinction and evolution.**"

**\*No class on Monday of this week\***

**Required readings, Wednesday:**

- Sepkoski, D. (2016) "Extinction and biodiversity: a historical perspective." In: *The Routledge Handbook of the Philosophy of Biodiversity*. Routledge.
- Semonin, P. (1997) "Empire and extinction: the dinosaur as a metaphor for dominance in prehistoric nature." *Leonardo* 30(3): 171-182.
- Simpson, G. G. (1985) "Extinction." *Proceedings of the American Philosophical Society* 129(4): 407-416.
- Di Gregorio, M. A. (1982) "The dinosaur connection: a reinterpretation of T. H. Huxley's evolutionary view." *Journal of the History of Biology* 15(3): 397-418.

Week 3, Jan. 22/24: "**Deep time.**"

**Required readings, Monday:**

- Marshall, N. R. (2007) "A dim world, where monsters dwell: the spatial time of the Sydenham Crystal Palace dinosaur park." *Victorian Studies* 49(2): 286-301.
- Rudwick, M. J. S. (2005) "Picturing nature in the Age of Enlightenment." *Proceedings of the American Philosophical Society* 149(3): 279-303.
- Schneer, C. (1954) "The rise of historical geology in the seventeenth century." *Isis* 45(3): 256-268.

**Required readings, Wednesday:**

- Gould, S. J. (1987) "Charles Lyell, historian of time's cycle." Chap. 4 in: *Time's Arrow, Time's Cycle: Myth and Metaphor in the Discovery of Deep Time*. Harvard University Press.

Week 4, Jan. 29/31: "**Histories.**"

**Required readings, Monday:**

- Mitchell, W. J. T. (1998). *The Last Dinosaur Book*, Chapters 14-25: 95-161.

**Required readings, Wednesday:**

Mitchell, W. J. T. (1998). *The Last Dinosaur Book*, Chapters 26-36: 162-227, and Appendix A: 277-278.

**Week 5, Feb. 5/7: “Dinosaurs as objects of science.”**

**\*The N. C. Museum of Natural Sciences will be visited on Monday of this week. We will be touring the museum’s paleontology research lab and collections with Lisa Herzog, Operations Manager of the Paleontology Research Lab.\***

**Required readings, Wednesday:**

Wallace, D. R. (1999) *The Bonehunters’ Revenge: Dinosaurs and Fate in the Gilded Age*. Mariner Books.\*

\*This is a long book, so don’t put the reading off until Tuesday night!

**Week 6, Feb. 12/14: “Dinosaurs in museums and on display.”**

**Required readings:**

Brinkman, P. D. (2010) *The Second Jurassic Dinosaur Rush: Museums & Paleontology in America at the Turn of the Twentieth Century*. University of Chicago Press.\*

\*This is another long book, so start your reading early!

**\* The N. C. Museum of Natural Sciences will be visited on Wednesday of this week. We will be touring the museum’s dinosaur displays with Roy Campbell, Head of Exhibits.\***

**Week 7, Feb. 19/21: “Dinosaur reconstructions.”**

**Required readings, Monday:**

Secord, J. A. (2004) “Monsters at the Crystal Palace.” In: *Models: the Third Dimension of Science*. Stanford University Press.

Osborn, H. F. (1898) “Models of extinct vertebrates.” *Science* 7(182): 841-845.

Rieppel, L. (2015) “Plaster cast publishing in nineteenth-century paleontology.” *History of Science* 53(4) 456–491.

**Wednesday:**

Manias, C. (2016) “The lost worlds of Messmore & Damon: science, spectacle & prehistoric monsters in early-twentieth century America.” *Endeavour*.

Paul, G. S. (1996) “The art of Charles R. Knight.” *Scientific American* 274(6): 86-93.

Hoagland, C. (1943) “They gave life to bones.” *Scientific Monthly* 56: 114-133.



Weisburd, S. (1986) "Brushing up on dinosaurs." *Science News* 130(14): 216-220.

Mitchell, W. J. T. (1998). *The Last Dinosaur Book*, Paleoart: 265-275.

Week 8, Feb. 26/28: Mid-term presentations.

**\*Spring Break\***

Week 9, March 12/14: "**Dinosaurs in literature.**"

**Required readings:**

Each student will read a dinosaur novel of his/her choice and then present a short report in class as part of a panel. Novels must be approved in advance by instructor before Spring Break.

Week 10, March 19/21: "**Fakes, frauds and hoaxes.**"

**Required readings, Monday:**

Schnabel, J. (1994) "Puck in the laboratory: the construction and deconstruction of hoaxlike deception in science." *Science, Technology, & Human Values* 19(4): 459-492.

Franco, B. (1969) "The Cardiff Giant: a hundred year old hoax." *New York History* 50(4): 420-440.

Rose, M. (2005) "When giants roamed the Earth." *Archaeology* 58(6): 30-35.

**Required readings, Wednesday:**

Rieppel, L. (2017) "Albert Koch's *Hydrarchos* craze: credibility, identity, and authenticity in nineteenth-century natural history." In: *Science Museums in Transition: Cultures of Display in Nineteenth-Century Britain and America*. University of Pittsburgh Press.

Ehrich, R. W. and Henderson, G. M. (1954) "Concerning the Piltdown hoax and the rise of a new dogmatism." *American Anthropologist* 56(3): 433-436.

Thomson, K. S. (1991) "Marginalia: Piltdown Man: the great English mystery story." *American Scientist* 79(3): 194-201.

Booher, H. R. (1986) "Science fraud at Piltdown: the amateur and the priest." *The Antioch Review* 44(4): 389-407.

Stone, R. (2010) "Altering the past: China's faked fossils problem." *Science* 330(6012): 1740-1741.

Week 11, March 26/28: "**Dinosaurs on film.**"

**Required readings, Monday:**

Sanz, J. L. (2002). *Starring T. Rex! Dinosaur Mythology and Popular Culture*. University of Indiana Press.



Thomson, K. S. (2002) "Dinosaurs, the media and Andy Warhol." *Amer. Scientist* 90(3): 222.

Thomson, K. S. (2005) "Dinosaurs as a cultural phenomenon." *Amer. Scientist* 93(3): 212.

For Wednesday, students are required to watch a dinosaur film of their choice. Each student will then give a brief report on the film in class. Films must be approved in advance by instructor.

Week 12, April 2/4: "**Celebrity science.**"

**Required readings:** TBD

Week 13, Apr. 9/11: "**Dinosaurs for sale.**"

**\*We will be watching the documentary *Dinosaur 13* on Monday this week.\***

**Required readings, Wednesday:**

Public Law 111-011: Paleontological Resources Preservation Act.

Dalton, R. (2008) "School of rock." *Nature* 455: 858-860.

Roberts, D. (1998) "Digging for dinosaur gold." *Smithsonian* 28(12): 40-53.

Engber, D. (2014) "Dinosaur cowboy." *Men's Journal*.

Sax, J. L. (1999) "Antiquities business." In: *Playing Darts with a Rembrandt*. The University of Michigan Press.

Weeks 14/15, Apr. 16/18, 23/25: **Student presentations of their final writing assignments.**

**\*Final papers are due on 27 April. There is no final exam.\***

Learning outcomes:

Students will be able to:

Recognize that objects and ideas in science – including dinosaurs – are culturally imbedded and have histories, and so do the values we use to make sense of them;

Explore how scientific knowledge shapes cultural values, and how those values in turn condition our response to science;

Engage and appraise sophisticated arguments from a number of different scholarly approaches;

Write clearly and use evidence effectively in order to improve your general capacity to form valid arguments and to communicate them well;

Define and complete an original research project with curiosity and rigor;

Collaborate effectively on complex projects;

Discuss complicated and contentious issues effectively, which requires speaking precisely, listening carefully, and disagreeing respectfully.

GEP information:

GEP Category: Interdisciplinary Perspectives

Each course in the Interdisciplinary Perspectives category will meet the following three outcomes:

1) *Distinguish between the distinct approaches of two or more disciplines.*

Course outcome: Students will be able to recognize that objects and ideas in science – including dinosaurs – are culturally imbedded and have histories, and so do the values we use to make sense of them.

Means of assessment: Students will write a midterm paper in which they will interpret a dinosaur reconstruction of their choosing. In this paper, they will attempt to address both the cultural and the scientific components of same.

2) *Identify and apply authentic connections between two or more disciplines.*

Course outcome: Students will be able to discuss complicated and contentious issues in history and science effectively, which requires speaking precisely, listening carefully, and disagreeing respectfully.

Means of assessment: Students will read numerous books and papers (see above for details) and discuss these readings in class.

3) *Explore and synthesize the approaches or views of two or more disciplines.*

Course outcome: Students will be able to write clearly and use different kinds of evidence from the natural sciences and the humanities effectively in order to improve their ability to form valid arguments and to communicate them well.

Means of assessment: Students will write a final paper in which they explore the cultural and scientific history of a dinosaur taxon of their choosing.

Late assignment policies:

No late assignments will be accepted without prior permission of the instructor. Assignments turned in late without prior approval will receive a zero.

Policy on incompletes:

As stated by the university grading policy, “An IN must not be used...as a substitute for an F when the student’s performance in the course is deserving of failing. An IN is only appropriate



when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course." In this class, a grade of "IN" will only be given (1) in response to a written student request [e-mail is fine] submitted to the instructor before 4:00 on the last day of classes; (2) at the instructor's discretion; and (3) because of a serious interruption of a student's work not caused by his/her own negligence. The university's policy on incompletes (REG 02.50.03) can be found at: [policies.ncsu.edu/regulation/reg-02-50-03](http://policies.ncsu.edu/regulation/reg-02-50-03).

Academic integrity statement:

Students must make themselves familiar with NC State policy on Academic Integrity, found in the Code of Student Conduct, at <http://policies.ncsu.edu/policy/pol-11-35-01>. Students are required to uphold the Honor Pledge. ("I have neither given nor received unauthorized aid on this test or assignment.") Students' commitment to academic honesty is certified by their name on any test or assignment. The professor expects the highest integrity from NC State students.

It is the student's responsibility to know what constitutes plagiarism and how to avoid it. For questions regarding appropriate scholarly use of sources and citation, see the History Department's website *What is Plagiarism?* at [http://history.ncsu.edu/pages/what\\_plagiarism](http://history.ncsu.edu/pages/what_plagiarism) and *How to Identify and Avoid Plagiarism* at [http://history.ncsu.edu/pages/avoid\\_plagiarism](http://history.ncsu.edu/pages/avoid_plagiarism). Specific questions or problems can also be addressed to the professor. Students caught in an act of plagiarism or any other form of academic dishonesty will receive a grade of zero for that assignment.

Scholarly forms of citation in historical writing are vitally important. Students must use a standard citation format both in footnotes and in the Literature Cited section in their writing. This professor recommends the *The Chicago Manual of Style* format, which is available on-line at <http://www.chicagomanualofstyle.org/home.html>. Other standard citation formats are acceptable, also, so long as they are clear to understand and consistently applied.

Policy on attendance:

Attendance is mandatory. Students are responsible for attending class and doing their reading assignments. Students should come to class prepared to discuss the readings. Additionally, students are responsible for lecture material. Some lecture material comprises the professor's synthesis of the scholarship, and students will be expected to be able to draw on lectures and class discussions in their own written work and on the exams.

Students should contact the professor as soon as possible about absence due to illness or emergency. Please consult the University's Attendance Regulation for the definition of excused absence at <http://policies.ncsu.edu/regulation/reg-02-20-03>.

This class will meet twice at the North Carolina Museum of Natural Sciences, 11 W. Jones St., in downtown Raleigh. We will arrange transportation and parking in advance in class (see below for dates).

Statement for students with disabilities:

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](http://policies.ncsu.edu/regulation/reg-02-20-01)



Students (DSS) at 1900 Student Health Center, Campus Box 7509, 919-515-7653. For more information on N. C. State University's policy on working with students with disabilities, please consult the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>.

#### Class evaluations:

Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors.

Evaluation website: <https://classeval.ncsu.edu>.

Student help desk: [classeval@ncsu.edu](mailto:classeval@ncsu.edu)

More information about ClassEval:

<http://www2.acs.ncsu.edu/UPA/classeval/index.htm>.

#### Anti-discrimination statement:

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at [http://www.ncsu.edu/policies/campus\\_environ](http://www.ncsu.edu/policies/campus_environ) or [http://www.ncsu.edu/equal\\_op](http://www.ncsu.edu/equal_op). Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

#### Electronic Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

**HON Interdisciplinary Perspectives & U.S. Diversity Special Topic Shell Offering (HON 297)**

This form is to be used for submitting a Special Topics shell offering for the **Interdisciplinary Perspectives** and **U.S. Diversity GEP** categories to the Council on Undergraduate Education. (CUE)

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The **GEP Interdisciplinary Perspectives objectives** will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines.
2. Identify and apply authentic connections between two or more disciplines.
3. Explore and synthesize the approaches or views of the two or more disciplines.

Each course in **GEP U.S. Diversity objectives** will provide instruction and guidance that help students to achieve **at least two** of the following:

4. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.
5. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.
6. Interpret and evaluate social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.
7. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

**HON 297 sec 001**

<b>Department(s)/Program</b> University Honors Department	<b>New GEP Special Topics Offering</b> <input type="checkbox"/>
<b>Special Topic Title:</b> (30 character limit)	Performing the Lost Cause
<b>Term to be Offered</b>	Spring 2018
<b>Instructor Name/Title</b>	Kristen Turner, Ph.D.
<b>Review for 2nd Offering</b> <input type="checkbox"/>	

**SECTION 1: GEP CRITERIA****Instructions:**

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [Click [Here](#)]

**Interdisciplinary Perspectives**

List the Instructor's student learning outcomes for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 1*:

**Obj. 1) Distinguish between the distinct approaches of two or more disciplines.**

Differentiate between disciplinary perspectives on the Lost Cause—a collective memory, first propagated in the South after the Civil War, that valorized General Robert E. Lee and the Confederate soldier, suggested that the War was fought over state's rights rather than slavery, and minimized the brutality of slavery.

**Measure(s) for above Outcome:**

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

he reading assignments come from a variety of disciplines including musicology, film studies, history, African America studies, and American studies. Class discussion will frequently revolve around this outcome. Some quiz questions will require students to differentiate the disciplinary perspectives of readings about similar topics. For instance, students will read two articles addressing Confederate monuments. Students will reflect on each scholar's agenda in writing her essay and how their different disciplinary perspectives informed and shaped their work.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 2*:

**Obj. 2) Identify and apply authentic connections between two or more disciplines.**

Compare disciplinary perspectives on the Lost Cause.

**Measure(s) for above Outcome:**

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

The reading assignments come from a variety of disciplines including musicology, film studies, history, African America studies, and American studies. Class discussion will also frequently revolve around this outcome. Some quiz questions will also require students to compare the disciplinary perspectives of readings about similar topics. For instance, I have assigned three readings about music and the Lost Cause—one written by a musicologist, another written by a specialist in African American studies, and the third by a specialist in gender studies. Students will reflect on how the authors different disciplinary perspectives affected their approaches to the topic and the way they discussed music in each essay.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 3*:

**Obj. 3) Explore and synthesize the approaches or views of the two or more disciplines.**

Understand the difference between history and collective memory; Differentiate between disciplinary perspectives on the Lost Cause; Compare disciplinary perspectives on the Lost Cause

**Measure(s) for above Outcome:**

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

The first reading assignments and the library project are designed to help students understand the difference between history (and the study of history) and collective memory. The reading assignments specifically address this difference. In the library project, students will be assigned a specific primary source or document (such as Edward Pollard's *The Lost Cause* or a newspaper database of African American newspapers). They will examine this source for information about Robert E. Lee and analyze the rhetoric they find for evidence of the formation of the Lost Cause valorization of Lee and the honor and patriotism of Confederate soldiers. The final project requires students to apply what they have learned about the Lost Cause to an example of a public performance of the Lost Cause which we have not studied. In order to write such a paper, they will have to understand and synthesize the information they have read as well as new research from a variety of disciplinary perspectives. Any study of an artistic product necessitates understanding aspects of specialized study of the art form as well as the historical and cultural context.

**To assist CUE in evaluating this course for Interdisciplinary Perspectives, please provide answers to the following questions:**

A. Which disciplines will be synthesized, connected, and/or considered in this course?

Musicology, Ethnomusicology, Sociology, History, African American Studies, Gender Studies, Theater Studies, Film Studies

B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"?

Reading assignments about the same topic come from multiple disciplinary perspectives. I will prompt students to look at the course content from multiple disciplinary perspectives and help them understand when they are using tools from different disciplines in their analysis. Reading assignments about the same topic come from multiple disciplinary perspectives. I will prompt students to look at the course content from multiple disciplinary perspectives and help them understand when they are using tools from different disciplines in their analysis. Short answer reading reflections prompts will encourage students to integrate multiple points of view.

**U.S. Diversity**

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *U.S. Diversity Objective 4, 5, 6, or 7*:

Evaluate how the myth of the Lost Cause has been shaped by nineteenth and early twentieth century concepts of racial and gender identity.

**Measure(s) for above Outcome:**

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

The discussion starter assignment is designed to encourage students to engage with the reading assignments including those that examine how the myth of the Lost Cause supported white supremacy and traditional gender roles which relegated women to restrictive and secondary societal positions.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *U.S. Diversity Objective 4, 5, 6, or 7*:

Analyze how African Americans reacted to and resisted public performances of the Lost Cause

**Measure(s) for above Outcome:**

*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

The discussion starter assignment is designed to encourage students to engage with the reading assignments, many of which address this course outcome including an essay that address the Fisk Jubilee Singers and their attempt to undermine the Plantation Myth and other aspects of the Lost Cause in order to assert full citizenship rights, the reaction of Boston black elites to *The Birth of the Nation*, and twenty-first social justice movements

**SECTION 2: REQUISITES AND SCHEDULING**



**General guidelines:**

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Interdisciplinary Perspectives and U.S. Diversity* category designation and GEP student learning outcomes.

**Special Topics Term Scheduling:**

- List below the course scheduling detail:
  - Meeting time and day(s): Monday, Wednesday 1:30 to 2:45
  - Seat count: 20
  - Room assigned or room preference including needed classroom technology/seat type:  
202 Honors Village Commons
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.  
(EX: BIO 295 with NSGK 295)

to all students? \_\_\_\_\_ %      ◦What percentage of the seats offered will be open

- a. If seats are restricted, describe the restriction being applied.

Restricted to UHP students

- b. Is this restriction listed in the course catalog description for the course?

yes

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

Must be a member of the honors program

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none.  
(ex: ability to analyze historical text; prepare a lesson plan)

None

### SECTION 3: ADDITIONAL INFORMATION

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.

see syllabus

2. Major topics to be covered and required readings including laboratory and studio topics.

see syllabus

3. List any required field trips, out of class activities, and/or guest speakers.

none

SIGNATURE PAGE FOR HON 297 sec 001

RECOMMENDED BY:

  
\_\_\_\_\_  
HEAD, DEPARTMENT/PROGRAM

Feb. 19, 2018  
\_\_\_\_\_  
DATE

*\*For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:

  
\_\_\_\_\_  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

02/19/2018  
\_\_\_\_\_  
DATE

  
\_\_\_\_\_  
COLLEGE DEAN

3/1/18  
\_\_\_\_\_  
DATE

APPROVED BY:

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

\_\_\_\_\_  
DATE

APPROVED EFFECTIVE DATE \_\_\_\_\_

**SYLLABUS: Performing the Lost Cause**  
**202 Honors Village Commons**

**HON 297-001**  
**Spring 2018**  
**Monday/Wednesday 1:30–2:45**

**Instructor:** Kristen Turner, Ph.D.  
**Phone Number:** 919-319-6262 (between 8 a.m. and 11 p.m.)  
**E-mail:** kristen\_turner@ncsu.edu  
**Office:** Broughton Rm. 2407  
**Office Hours:** Mondays, 10:30–11:30 a.m. or by appointment

**Course Description**

After the failure of Reconstruction in 1878, many people in the United States wanted nothing more than to promote the unity of the nation and heal the wounds of the Civil War. One of the consequences of this attempt at national reconciliation was a reframing of Southern plantation life, the Confederate cause, and the justifications for the Civil War to downplay the role of slavery in the War and celebrate Southern culture. This myth of the “Lost Cause” was perpetuated and defined through public art, the theater, music, and (later) films. We will focus on important performative touchstones of the “Lost Cause” such as plantation acts in vaudeville shows, blackface minstrelsy acts, Tin Pan Alley songs, and films such as “The Birth of the Nation” and “Gone with the Wind.” To understand how people in our area participated in the development and continuation of the Lost Cause, we will examine amateur, social, and government-sponsored events in central North Carolina through newspaper accounts and other primary documents. We will also consider how African Americans performed their own reaction to the Lost Cause. Finally, we will end the semester by examining how the myth of the Lost Cause has impacted the debates today about the meaning and proper disposition of the Confederate flag and the public art and other honors given to prominent figures in the Confederacy and Reconstruction.

**Pre-Requisites and Restrictive Statements**

No pre-requisites. Restricted to University Honors Program students. Open to other students by permission of the UHP.

**Course Materials**

Textbook: *Americans Remember Their Civil War* by Barbara Gannon, published by Praeger

The main class resource will be the Moodle site. You will find the following resources on Moodle:

1. All homework assignments – reading (other than those from the Gannon book), listening, and viewing resources
2. Links through which to turn in most written assignments
3. Any handouts distributed in class

Since this is a discussion-based class, students who do not do the homework will be at a severe disadvantage because you will not have the background to be able to contribute to the discussion. Some of the Moodle links are to Youtube videos. Because Youtube videos can be removed without notice at any time, please let me know if one of the videos has been taken down.

Although it is unlikely, students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.



## Grade Determination

**I WILL NOT BE USING THE MOODLE GRADE BOOK. PLEASE CONTACT ME AT ANY TIME IF YOU WANT TO KNOW YOUR CURRENT GRADE**

**Tests:** There will be one test on Feb. 19.

### Written Assignments

- **Discussion Starter:** After many reading assignments, you'll be asked to think of a discussion starter which you will turn into me at the beginning of class. These starters are designed to help you to think critically about you are reading. For instance, you might ask a question about a particular passage that was confusing or ask a question about a broader issue that you thought about while reading the assignment. You could phrase your idea as a comment or a question that you hope would lead to further discussion such as "I disagree with X because of Y, what do other people think?" or "When I listened to the music, I had a completely different experience than that described in the assignment. I experienced X." Some readings may make you think of an experience you've had that you'd like to contribute to the discussion, and you could write about that. When you get to class, I'll ask you to write your ideas on an index card, or you can bring them with you on paper. I will use some of the discussion starters to guide our class discussion. I will endeavor to keep your name out of the discussion so that if you are nervous about your question for any reason (maybe you don't want to admit to being confused by something, for instance) then you won't be "outed." Of course, in some cases that may not be possible (for example, if you've contributed a story about your grandmother it would be pretty hard to keep you anonymous). If you must be absent, you may turn in your questions via email, but don't do that if you are going to be in class, as I want to be able to refer to them during class and that is easier to do if the comments are on paper. Discussion starters are due by 1:30 p.m. If it is clear that you have not done the reading, then I will not give you credit for the assignment.
- **Short Quizzes:** Multiple times throughout the semester, I have posted prompts for short essays (generally one to two paragraphs long) which you should turn in via the appropriate Moodle link by 1:30 p.m. the day they are due. For the purposes of this assignment, a paragraph is three to five sentences. The questions will not have right or wrong answers, so you don't need to worry about "correctness," although I will count off points if it is obvious you have not done the reading or have not put any thought into the answer.
- **Library Reflection:** We will do a two-week unit based on using archival primary sources. You will write a short essay of about 1000 words about the resource you are assigned to examine.
- **Final Project:** Your final project will consist of a final paper of about 2500 words and a visual component (such as a poster or short video) which you will share with the class during the final exam time.

**Reading Assignments:** All reading assignments will be posted on Moodle except for chapters from *Americans Remember Their Civil War* by Gannon

### Class participation

All students start with a 100 in class participation. The participation grade has two parts—attendance and behavior during class. Students are allowed **TWO** unexcused absences. For every unexcused absence after two, the participation grade is lowered by 10 points. During class meetings, students are expected to talk in the break out small group discussions, but I understand that not everyone is comfortable talking in front of the whole class. Participation can also mean emailing extra questions to me or showing through body language and facial expression that you are following along and interested in the discussion, but

students are expected to answer if called upon. I will lower the participation grade for students who are consistently not paying attention during class meetings.

### Submitting Assignments

Written assignments should be submitted through the link on the Moodle site or on paper the day they are due. If something is wrong with Moodle, you may always email me an assignment. I always respond with a “thanks” when I receive an emailed assignment, therefore if you don’t get a response from me within 24 hours, please resend your file. **ALL work should have the student’s name in the document itself.** Files should be in MICROSOFT WORD, and named with the student’s last name, and a description of the assignment. EX: Smith\_essay #1

### Makeup Work

Students are expected to make up any work they missed due to an excused or unexcused absence. If at all possible, students should complete and send all assignments to me the day they are due even if they are not in class. Assignments that are directly related to the reading or class discussion are due by 1:30 p.m. If it is an undue burden due to sickness to turn in an assignment on time, contact me as soon as possible, preferably before an assignment is due.

**The course ends at midnight on Monday, April 30, 2018. No work of any type will be accepted after that date and time.**

### Grading Scale I WILL NOT BE USING THE MOODLE GRADE BOOK. PLEASE CONTACT ME AT ANY TIME IF YOU WANT TO KNOW YOUR CURRENT GRADE

Assignments will be weighted as explained below:

- 30% Final Project
- 17% Library Reflection Essay
- 15% Quizzes
- 15% Mid-term Test
- 13% Class participation/attendance
- 10% Discussion Starters
- 100%

### This Course uses Standard NCSU Letter Grading:

97	≤	<b>A+</b>	≤	100	77	≤	<b>C+</b>	<	80
93	≤	<b>A</b>	<	97	73	≤	<b>C</b>	<	77
90	≤	<b>A-</b>	<	93	70	≤	<b>C-</b>	<	73
87	≤	<b>B+</b>	<	90	67	≤	<b>D+</b>	<	70
83	≤	<b>B</b>	<	87	63	≤	<b>D</b>	<	67
80	≤	<b>B-</b>	<	83	60	≤	<b>D-</b>	<	63
					0	≤	<b>F</b>	<	60

### Learning Outcomes

Students who complete this course will be able to:

- Understand the difference between history and collective memory.
  - Selected readings addressing this outcome: “History in Focus: What is History?” by Arthur Marwick; “Collective Memories” by Karen Sternheimer; “History as Social Memory” by Peter Burke
- Analyze how public performances shaped, circulated, and reified the myth of the Lost Cause—a collective memory, first propagated in the South after the Civil War, that valorized General Robert E. Lee and the Confederate soldier, suggested that the War was fought over state’s rights

rather than slavery, posited that the South lost the war because of the North's systemic advantages, and minimized the brutality of slavery.

- Selected readings addressing this outcome: “Here Came Remembrance: Staging Race and Performing the Past,” chapter 4 from Stephanie E. Yuhl, *The Making of Historical Charleston: A Golden Haze of Memory*; John C. Inscoe, “‘The Clansman’ on Stage and Screen: North Carolina Reacts,” *North Carolina Historical Review*
- Differentiate between disciplinary perspectives on the Lost Cause
  - Selected readings about similar topics with different disciplinary perspectives to address this outcome: Selections from *America’s Music* by Larry Hamberlin (musicology); Gabriel Milner, “The Tenor of Belonging: The Fisk Jubilee Singers and the Popular Cultures of Postbellum Citizenship,” *Journal of the Gilded Age and Progressive Era* (African American Studies); “Here Came Remembrance: Staging Race and Performing the Past,” chapter 4 from Stephanie E. Yuhl, *The Making of Historical Charleston: A Golden Haze of Memory* (History)
- Compare disciplinary perspectives on the Lost Cause
  - Selected readings about similar topics with different disciplinary perspectives address this outcome: John C. Inscoe, “‘The Clansman’ on Stage and Screen: North Carolina Reacts,” *North Carolina Historical Review* (American Studies); Anna Siomopoulos, “The Birth of Black Cinema: Race, Reception, and Oscar Micheaux’s *Within our Gates*,” *The Moving Image* (Film Studies); Joanna R. Smolko, “Southern Fried Foster: Representing Race and Place through Music in Loony Tunes Cartoons,” *American Music* (Musicology)
- Analyze how African Americans reacted to and resisted public performances of the Lost Cause.
  - Selected readings that address this outcome: Tyler Parry, “Slavery, the Plantation Myth, and Alternative Facts,” *Black Perspectives*; “Its Purpose,” *Fighting a Vicious Film*, pp. 12–17; Anna Siomopoulos, “The Birth of Black Cinema: Race, Reception, and Oscar Micheaux’s *Within our Gates*,” *The Moving Image*
- Evaluate how the myth of the Lost Cause has been shaped by nineteenth and early twentieth century concepts of racial and gender identity.
  - Selected readings that address this outcome: Catherine W. Bisher, “‘A Strong Force of Ladies’: Women, Politics, and Confederate Memorial Associations in Nineteenth-Century Raleigh,” in *Monuments to the Lost Cause: Women, Art, and the Landscapes of Southern Memory*, ed. Cynthia Mills and Pamela H. Simpson; Sarah E. Gardner, *Blood and Irony: Southern White Women’s Narratives of the Civil War, 1861–1937*, chapter 6

## **GEP Information**

This course fulfills the GEP Interdisciplinary Perspectives and U.S. Diversity categories

Interdisciplinary Perspectives: Each course in Interdisciplinary Perspectives category will meet the following three outcomes:

1. Distinguish between the distinct approaches of two or more disciplines
  - Course Outcome: Differentiate between disciplinary perspectives on the Lost Cause—a collective memory, first propagated in the South after the Civil War, that valorized General Robert E. Lee and the Confederate soldier, suggested that the War was fought over state’s rights rather than slavery, and minimized the brutality of slavery.
  - Means of Assessment: The reading assignments come from a variety of disciplines including musicology, film studies, history, African America studies, and American studies. Class discussion will frequently revolve around this outcome. Some quiz questions will require students to differentiate the disciplinary perspectives of readings about similar topics. For instance, students will read two articles addressing Confederate monuments. Students will



reflect on each scholar's agenda in writing her essay and how their different disciplinary perspectives informed and shaped their work.

2. Identify and apply authentic connections between two or more discipline
  - Course Outcome: Compare disciplinary perspectives on the Lost Cause.
  - Means of Assessment: The reading assignments come from a variety of disciplines including musicology, film studies, history, African America studies, and American studies. Class discussion will also frequently revolve around this outcome. Some quiz questions will also require students to compare the disciplinary perspectives of readings about similar topics. For instance, I have assigned three readings about music and the Lost Cause—one written by a musicologist, another written by a specialist in African American studies, and the third by a specialist in gender studies. Students will reflect on how the authors different disciplinary perspectives affected their approaches to the topic and the way they discussed music in each essay.
3. Explore and synthesize the approaches or views of two or more disciplines
  - Course Outcome: Understand the difference between history and collective memory; Differentiate between disciplinary perspectives on the Lost Cause; Compare disciplinary perspectives on the Lost Cause
  - Means of Assessment: The first reading assignments and the library project are designed to help students understand the difference between history (and the study of history) and collective memory. The reading assignments specifically address this difference. In the library project, students will be assigned a specific primary source or document (such as Edward Pollard's *The Lost Cause* or a newspaper database of African American newspapers). They will examine this source for information about Robert E. Lee and analyze the rhetoric they find for evidence of the formation of the Lost Cause valorization of Lee and the honor and patriotism of Confederate soldiers. The final project requires students to apply what they have learned about the Lost Cause to an example of a public performance of the Lost Cause which we have not studied. In order to write such a paper, they will have to understand and synthesize the information they have read as well as new research from a variety of disciplinary perspectives. Any study of an artistic product necessitates understanding aspects of specialized study of the art form as well as the historical and cultural context.

US Diversity: Each course in the US Diversity category will meet two of the following four outcomes:

1. Analyze how religious, gender, ethnic, racial, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences
2. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.
  - Course Outcome: Evaluate how the myth of the Lost Cause has been shaped by nineteenth and early twentieth century concepts of racial and gender identity.
  - Means of Assessment: The discussion starter assignment is designed to encourage students to engage with the reading assignments including those that examine how the myth of the Lost Cause supported white supremacy and traditional gender roles which relegated women to restrictive and secondary societal positions.
3. Interpret and evaluate social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.
  - Course Outcome: Analyze how African Americans reacted to and resisted public performances of the Lost Cause
  - Means of Assessment: The discussion starter assignment is designed to encourage students to engage with the reading assignments, many of which address this course outcome including an essay that address the Fisk Jubilee Singers and their attempt to undermine the Plantation

Myth and other aspects of the Lost Cause in order to assert full citizenship rights, the reaction of Boston black elites to *The Birth of the Nation*, and twenty-first social justice movements that seek to dismantle the Lost Cause through removal of symbols of the Confederacy from government-owned property.

4. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

## Academic Policies

### Late Assignments

You may turn in the Library Reflection essay up to 5 days late with a grade deduction of 5 points for each day the assignment is late. The final project is due on the exam day and will not be accepted late, but I will accept the interim assignments up to 5 days late with a grade deduction of 5 points for each day the assignment is late. The discussion starters and quizzes are keyed to the readings for the day and may not be turned in late. Relevant Moodle links will remain open until the late period is over. Students who feel that an extenuating circumstance has prevented them from completing an assignment on time may consult with me about an extension, but I reserve the right to decline the request. Students who contact me before an assignment is due will have a more sympathetic reception.

### Incompletes

As stated by the university grading policy, "An IN must not be used...as a substitute for an F when the student's performance in the course is deserving of failing. An IN is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course." In this class, a grade of "IN" will only be given (1) in response to a written student request [e-mail is fine] submitted to the instructor before 4:00 on the last day of classes; (2) at the instructor's discretion; and (3) because of a serious interruption a student's work not caused by his/her own negligence. The university's policy on incompletes REG 02.50.03) can be found at [policies.ncsu.edu/regulation/reg-02-50-03](http://policies.ncsu.edu/regulation/reg-02-50-03)

### Academic Integrity Statement

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>. A signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

### Policies on Attendance

Per University regulations, excused absences must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (e.g., participation in official University functions, court attendance, religious observances, or military duty) *must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence*. Emergency absences (e.g., student illness, injury or death of immediate family member, *must be documented by the Student Organization Resource Center 515-3323*) within one week following the emergency. Please consult the following website for further information on University attendance regulations: <http://policies.ncsu.edu/regulation/reg-02-20-03>

This is a seminar course. For this class to be a success students must attend each class meeting prepared to engage with the course material and their classmates in productive and respectful discussion. Thus, regular class attendance is a key component to the success of this course.

### Statement for Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office at

Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#)

It is my goal to make my classroom and assignments as accessible to all students as possible. Do not hesitate to contact me if you are having problems in the class that could be alleviated with some changes on my part, and we can talk about your concerns.

### **Class Evaluations**

Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors.

- Evaluation website: <https://classeval.ncsu.edu> • Student help desk: [classeval@ncsu.edu](mailto:classeval@ncsu.edu)
- More information about ClassEval: <https://oirp.ncsu.edu/surveys/classeval/about-classeval/>

### **Anti-Discrimination Statement**

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at [http://www.ncsu.edu/policies/campus\\_environ](http://www.ncsu.edu/policies/campus_environ) or [http://www.ncsu.edu/equal\\_op](http://www.ncsu.edu/equal_op). Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515- 3148.

### **Student Resources**

University Career Development Center: <http://bit.ly/Ublsgg>

NCSU Writing and Speaking Tutorial Services:

<https://tutorial.dasa.ncsu.edu/wsts-overview-programs/wsts/>

Adverse Weather: Read the class cancellations policy here: <http://bit.ly/UblzZf> Check email, news, the NCSU home page, or call 919-513-8888 for the latest information.



### Class Schedule

**MOST READING, AND ALL WATCHING, AND LISTENING ASSIGNMENTS  
CAN BE FOUND ON THE MOODLE SITE UNLESS OTHERWISE SPECIFIED**

#### **Wednesday, January 10**

Read:

1. "History in Focus: What is History?" by Arthur Marwick
2. "Collective Memories" by Karen Sternheimer
3. "Why are So Many People Angry about History?" by Adam Laats
4. "History as Social Memory" by Peter Burke

Quiz: Collective Memory

#### **Monday, January 15**

**NO CLASS – MARTIN LUTHER KING, JR. HOLIDAY**

#### **Wednesday, January 17**

Read:

1. *Fateful Lightning: A New History of the Civil War and Reconstruction* by Allen C. Guelzo, chapter 1 "A Nation Announcing Itself"
2. *Lee Considered: General Robert E. Lee and Civil War History* by Alan T. Nolan, excerpts from chapters 2 & 3

Written: Discussion Starter (see instructions for this assignment earlier in the syllabus)

#### **Monday, January 22**

Read:

1. Alexander H. Stephens, "Speech on the Bill to Admit Kansas As a State Under the Topeka Constitution," from *Confederate and Neo-Confederate Reader*, pp. 73–76
2. "Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina From the Federal Union," from *Confederate and Neo-Confederate Reader*, pp. 93–98

Quiz: Reading Historical Documents

#### **Wednesday, January 24**

Read:

1. From *Slavery and Social Death* by Orlando Patterson
2. "Conditions of Antebellum Slavery," *Africans in America*, PBS.org
3. "The Universal Law of Slavery" by George Fitzhugh, *Africans in America*, PBS.org
4. "A Slave Experience of Being Sold South" by Jacob Stroyer from *My Life in the South*, *Africans in America*, PBS.org

Written: Discussion Starter

#### **Monday, January 29**

Library Project: 1<sup>st</sup> Day Orientation, Meet at DH Hill Library

#### **Wednesday, January 31**

Library Project continued (Meet at DH Hill)

#### **Monday, February 5**

Library Project continued (Meet at DH Hill)

#### **Wednesday, February 7**

Library Project reflection day (meet in our regular classroom)  
**Due: Library Reflection essay (by 1:30 p.m.)**

### **Monday, February 12**

Read: *Americans Remember Their Civil War*, Introduction, Chapters 1 & 2  
Quiz: Lost Cause

### **Wednesday, February 14**

Read: *Americans Remember Their Civil War*, Chapter 3  
Listen: “The Spin,” *Uncivil* podcast  
Written: Discussion Starter

### **Monday, February 19**

**Mid-term test**

### **Wednesday, February 21**

Read:

- *America’s Music*, pp. 132–137, 141–145
- *Songs of the Confederacy & Plantation Melodies*

Listen:

1. “Song” from *Uncivil* podcast
2. “Dixie” by Dan Emmett (1916 recording)

Quiz: One Song

### **Monday, February 26**

Read: Gabriel Milner, “The Tenor of Belonging: The Fisk Jubilee Singers and the Popular Cultures of Postbellum Citizenship,” *Journal of the Gilded Age and Progressive Era*  
Listen: “Roll, Jordan, Roll” – Fisk Jubilee Singers from 1927 recording  
Written: Discussion starter

### **Wednesday, February 28**

**Topic for Final Project Due by 11:55 p.m.**

Read: “Here Came Remembrance: Staging Race and Performing the Past,” chapter 4 from Stephanie E. Yuhl, *The Making of Historical Charleston: A Golden Haze of Memory*  
Listen: Excerpt from a recording by the Society for the Preservation of Spirituals  
Quiz: Spirituals

### **March 6–10**

**NO CLASS–SPRING BREAK**

### **Monday March 12**

Read: Catherine W. Bisher, “‘A Strong Force of Ladies’: Women, Politics, and Confederate Memorial Associations in Nineteenth-Century Raleigh,” in *Monuments to the Lost Cause: Women, Art, and the Landscapes of Southern Memory*, ed. Cynthia Mills and Pamela H. Simpson  
Written: Discussion starter

### **Wednesday, March 14**

Read:

1. *Americans Remember Their Civil War*, Chapter 5
2. Uncommon Ground Race & Memory on UNC’s Campus Chronicling “Silent Sam” Exhibit Items
3. “Dixie” by Jackie Gonzalez, *Technician*

4. "Pack Pride" discussion board  
Quiz: Monuments

**Monday, March 19**  
Continue discussion

**Class viewing of *Birth of the Nation* —TBA**

**Wednesday, March 21**

You must have watched *Birth of a Nation* by March 21 at 1:30

Read: John C. Inscoe, "'The Clansman' on Stage and Screen: North Carolina Reacts," *North Carolina Historical Review*

"Its Purpose," *Fighting a Vicious Film*, 12–17

Written: Discussion Starter

**Monday, March 26**

**Annotated Bibliography due by 11:55 p.m.**

Read: *Americans Remember their Civil War*, Chapter Six

Quiz: Birth of a Nation

**Wednesday, March 28**

*Within our Gates* (we'll watch excerpts in class)

Read: Anna Siomopoulos, "The Birth of Black Cinema: Race, Reception, and Oscar Micheaux's *Within our Gates*," *The Moving Image*

Written: Discussion Starter

**Class watching of *Gone with the Wind* — TBA**

**Monday, April 2**

You must have watched *Gone with the Wind* by April 2 at 1:30

Read: Sarah E. Gardner, *Blood and Irony: Southern White Women's Narratives of the Civil War, 1861–1937*, chapter 6

Written: Discussion Starter

**Wednesday, April 4**

Read: Tyler Parry, "Slavery, the Plantation Myth, and Alternative Facts," *Black Perspectives*

Quiz: Gone with the Wind

**Monday, April 9**

Read: Joanna R. Smolko, "Southern Fried Foster: Representing Race and Place through Music in Loony Tunes Cartoons," *American Music*

Watch:

1. "Southern Fried Rabbit"
2. "Confederate Honey"

Quiz: Cartoons

**Wednesday, April 11**

Read: J. Michael Martinez, "An Air of Defiance: Georgia's State Flag Change of 1956," *Georgia Historical Quarterly*

Quiz: Flags



**Monday, April 16**

Catch up day

**Wednesday, April 18**

**Final Paper Due by 11:55 p.m.**

*Mercy Street* (watch in class)

Read: TBA

**Monday, April 23**

Read: *Americans Remember Their Civil War*, Chapter 7

Jeff Wilkinson, "A monument to SC's black Confederate soldiers?" *The State*

Ta-Neihisi Coates, "Take Down the Confederate Flag—Now," *The Atlantic*

Listen: "Portrait," *Uncivil* podcast

Quiz: The Civil War Today

**Wednesday, April 25**

**Last Day of Class**

Continue discussion

**Monday, April 30**

1:00–4:00 Presentation of Visual Components of the Final Project